



F.M. Williams

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Winter
1956



The Delta Kappa Gamma Bulletin

**THE
DELTA KAPPA GAMMA**

Bulletin

WINTER • 1956

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The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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INCORRECT VOLUME, SHOULD READ VOLUME 22.

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O
C O N T E N T S

The President Goes to the White House Conference	5
<i>Edna McGuire Boyd</i>	
Expansion in Alaska	10
<i>Louise Clement</i>	
Laying of Cornerstone of our Headquarters Building	15
<i>J. Maria Pierce</i>	
WCOTP in Istanbul	20
<i>Sarah C. Caldwell</i>	
Who Will Teach in the Decade Ahead?	25
<i>Mary Eva Hite</i>	
Chapter Problems	30
<i>Mabel F. McKee</i>	
UNESCO: The First Nine Years	34
<i>Margaret A. Boyd</i>	
Not Any Grief	41
<i>Josephine Irby Lester</i>	
... But Many Leaders	42
<i>Bearnice Skeen</i>	
Toward a Better Life	46
<i>Vera E. Peacock</i>	
Education in the Belgian Congo	51
<i>Frances Norene Ahi</i>	
Madame New Orleans Presents Her Treasures	57
<i>Carmelite Janvier</i>	
Lest We Forget	62

About
Our
Contributors

We were very happy to be represented at the White House Conference by the National President, Mrs. Edna McGuire Boyd. You will be interested in reading her fine account of an historic conference. All of us hope that the Conference will be productive of improvements in facilities and in teachers' salaries. Mrs. Boyd has in her usual clear style written a succinct and helpful account of the deliberations of the Conference.

Dr. Louise Clement is by this time well known to our members, and particularly those in the Northwest, where she is greatly beloved. We want to pay special tribute to her energy, enthusiasm, and persistence in bringing about the installation of a state organization as well as three separate chapters in Alaska. We think that this activity of a long week-end tops all records.

The laying of the cornerstone of our Headquarters Building was a significant occasion and a joyous one. We felt that no one could give to the members a recital of what happened there better than our loved Maria Pierce. She needs no introduction to any of you, but all of us pay tribute to the magnificent accomplishment that her Committee of 52 has been responsible for in less than a year. To have the money at hand to pay for such a building as ours is an unprecedented achievement.

We have come to rely on Sarah Caldwell for an interpretation of the World Confederation of the Organizations of the Teaching Profession. In her usual fine and discriminating style, Mrs. Caldwell has given us an account of the meeting in Istanbul last summer. It was an ap-

parently significant meeting, but there are overtones of anxiety and uncertainty. Most of those who have been attending the WCOTP are looking forward to the meeting in the Philippines next summer with the hope that that meeting will mark the establishment of an organization that will not be uneasy and uncertain in its deliberations.

Mary Eva Hite of the State Department of Public Instruction in North Carolina is a fitting chairman of the National Committee on Selective Recruitment. Despite the heavy duties which are hers normally, she has managed to keep abreast of her very exacting committee work. Her article is stimulating, timely, and thoughtful.

Ruth Pettigrew is a new contributor, but we present her poem "Time" because of its delicacy and sensitiveness, and because we think it displays real poetic ability. She does not even know that it is being featured in the *Bulletin*. Her modesty is such that she is not disposed to try to attain publicity. Her state president discovered her and is responsible for submitting this contribution. She is a member of Beta Chapter in Wyoming.

Those who have been in the Society for many years have known, loved, and treasured association with Mabel F. McKee, the Executive Secretary of Iowa. The article on chapter problems is so pertinent for all chapters in the country that even though the original speech was made at the Northwest Regional Conference, we present it here because of its appropriateness. Miss McKee's analogies are aptly chosen and pointedly drawn.

UNESCO has been a continuing interest with us, and we maintain our affiliations with it and our loyalty to it. As usual, we were permitted two delegates, and we asked Margaret Boyd to write the article on the "First Nine Years." We think it is a fine article. We hope you will read it.

Wyoming has a number of undiscovered poets. From the Eta Chapter, we have this poem by Josephine Irby Lester, who is a member in Riverton. We liked this contribution very much, and we hope you will enjoy it.

We have been placing emphasis for a long time on the development of leadership among our members. Few of us, however, know how to attain it or to encourage our fellow members to demonstrate its qualities. Dr. Bearnice Skeen, of Bellingham, Washington, and a former state president in Washington, has put the essentials of leadership very deftly and impressively. We commend this article to you for thoughtful consideration.

Dr. Vera Peacock is a member of the staff of Southern Illinois University in Carbondale. She was fortunate in being chosen to be a member of a delegation to inspect the work being done by CREFAL, one of the two international education centers set up by UNESCO. Her account of her visit to a portion of Mexico but little known to most casual visitors is a dramatic and sympathetic interpretation of what these international teams are trying to do.

Frances Norene Ahl has had a rare opportunity in being able to visit the Belgian Congo in two successive years and to get acquainted rather intimately with its school system. In her article she is presenting the results of some of her observations. She is a member of Phi Chapter in California.

What adequate tribute can we pay to the charm and delightful quality of the second of Carmelite Janvier's articles on our convention city! No one else, we feel quite sure, could have captured the flavor of the city so well as she is doing. We look forward to a continuation of her articles.

*The President Goes
to the
White House Conference*

EDNA McGuIRE BOYD

"**W**E ARE here in an honorable capacity, that of adviser to the President of the United States." With these words Neil H. McElroy, chairman of the President's Committee for the White House Conference on Education, presented a challenging responsibility to the participants gathered at the opening session of the Conference. The seriousness with which the participants accepted the responsibility was attested by their constant attendance and hard work during the long Conference sessions.

The White House Conference on Education met November 28 through December 1, 1955, at the Sheraton-Park Hotel in Washington, D. C. In attendance were about 1,800 participants and some 200 observers. Approximately one-third of the participants were professional educators. The remaining two-thirds were lay people drawn from many occupational and social groups. All forty-eight states, the District of Columbia, Alaska, Hawaii, Puerto Rico, and the Virgin Islands were represented. In each case the number of state and

territorial participants was determined roughly on the basis of population. Invitations to the Conference had been extended to some 300 organizations, each of which was allowed to send one representative who had the status of a participant. Among the organizations thus recognized was The Delta Kappa Gamma Society.

The Conference opened in a blaze of splendor. The United States Marine Band played as the 2,000 persons in attendance gathered in Sheraton Hall. The members of the President's Committee, Cabinet members, and other important officials of government took their places on the stage. Then the Vice President of the United States, Richard M. Nixon, entered and was seated.

In a film address President Dwight D. Eisenhower expressed to us his hope for the Conference and his convictions "that the education of our young must be free" and "that everybody must have a good education." The Vice President spoke of the needs confronting American education today and added, "I think we should recognize at the outset that some additional federal activity and responsibility is inevitable and necessary in the field of education."

THE President's committee had selected for study at the Conference six questions relevant to the current educational crisis. The Con-

ference opened and closed with general sessions. Between these lay six sessions devoted largely to round table discussions. There were 166 tables each seating ten or eleven participants. All the tables discussed the same question simultaneously, beginning with question one at the first round table session and continuing to discuss the questions in turn until the sixth question was completed at the sixth round table session.

Table assignments received at the time of registration had been determined by electronic machines in order to secure a proper distribution of the participants on the basis of sex, occupation, and geographical location. Participants remained throughout the Conference at the tables to which they were assigned.

The round tables were the heart of the Conference program. It was there that every participant had a chance to express his views. Sharp differences of opinion at times were inevitable, but the discussions also revealed large areas of agreement. Each of the tables had a recorder. When a consensus of opinion was reached, this was set down. When no consensus was possible, because of widely conflicting views, the recorder stated a majority and a minority opinion.

The discussion sessions were never less than two hours in length; some were two and one-half hours, but the participants were usually

still going after the question hammer and tong when the hour for adjournment arrived. The rooms were jam-packed, the chairs were hard, the air grew heavy, the smoke was thick, but the men and women of the White House Conference let no discomfort divert them as they wrestled with the problem of how to provide adequate education for America's Youth.

Each table selected a new chairman for each session. At the close of the session the chairman went to a meeting where he sat at a round table with nine other chairmen. These ten persons combined their ten table reports on the question that had been discussed into one report. By this process the original 166 reports were distilled into sixteen. Chairmen for the sixteen groups were chosen by their fellows. They met in two groups of eight each, and in each group one summation was made. A chairman was then chosen from each of the two groups. These two chairmen prepared one final report on the question. This report, which constituted the Conference recommendation on the question, was read to the Conference and became a part of the Conference Report by means of which the participants will advise the President of the United States.

This same process for distilling the essence of the table discussions to produce a final Conference Report was used for each of the six

questions considered. However, in each case different chairmen served.

THE Conference implemented some of our best American traditions. It provided opportunity for free expression of opinion by every participant. It permitted the exercise of free choice in the selection of chairmen and recorders. It made use of the talents of many persons who served in these important capacities.

A few critical statements have appeared charging that free debate was stifled because there were no general sessions where questions or resolutions were debated from the floor. The best answer to this criticism would be a televised showing of a round table session where, not a few persons who could gain the floor, but 1,800 persons were wholeheartedly debating the question under discussion.

Much credit for the successful operation of the Conference procedure goes to Clint Pace, the Director of the Conference. He endeared himself to the delegates both by reason of his efficiency and his wit.

The first question considered by the round tables was: "What should our schools accomplish?" The report listed certain knowledge, skills, attitudes, appreciations, abilities, and habits that the schools should continue to develop. But the most important part of the report may well be its opening paragraph

which stated: "The people of the United States have inherited a commitment, and have the responsibility to provide for all a full opportunity for a free public education regardless of physical, intellectual, social, or emotional differences, or of race, creed, or religion." Thus the Conference began by reaffirming the cherished American ideal of free public education for all the nation's children.

The second question before the Conference was: "In what ways can we organize our school systems more efficiently and economically?" It was the consensus of the participants that all schools are not now adequately organized to accomplish the goals of education previously agreed upon. The report set standards for a proper school district. It defined the responsibility to the schools of the citizen, the professional educator, and the Board of Education, and the responsibilities of the state to the local district.

In the third session the Conference sought answers to the question: "What are our school building needs?" Obstacles to meeting building needs were listed in the report, together with some suggested ways to overcome them. Recommendations were made regarding basic and desirable facilities of buildings and state and federal controls of building.

The discussion of the question, "How can we get enough good teachers, and keep them?" would

have sounded familiar to every Delta Kappa Gamma member who has been engaged in selective recruitment efforts. An important conclusion was that three basic considerations to keep in mind in securing teachers are professional prestige and status, salary, and challenging job conditions. Methods of recruitment, programs of teacher education, and personnel services needed to retain teachers were recommended.

The fifth question, "How can we finance our schools—build and operate them?" posed the most controversial problem of the Conference. Even before the Conference opened, there were charges and counter charges over the so-called "federal aid" issue. On this matter the report stated: "The participants approved by a ratio of more than two to one the proposition that the federal government should increase its financial participation in public education." A large majority of those favoring such increase favored more federal funds for building construction. The participants divided almost evenly on the matter of using federal funds for operational costs. Granting federal funds on the basis of demonstrated need, without federal control, and in a way that will not deter local and state initiative were other principles agreed upon by a majority of those who favored federal aid.

The final question was: "How can we obtain a continuing public

interest in education?" The report mentioned many specific activities for enlisting public concern in the welfare of education.

THE Conference was closed with a speech by Marion B. Folsom, Secretary of Health, Education, and Welfare. Speaking of the future of American education, Mr. Folsom said, "The light ahead is no longer only a wistful hope. It is based now on a wide recognition of need, on acceptance of the facts, and on broad public interest and public will to keep everlasting at the problem."

It is in precisely the ways mentioned by Mr. Folsom that the White House Conference can have

its greatest usefulness. Local and state conferences preceded the meeting in Washington. Other local and state conferences will follow it. The White House Conference can thus focus attention, in thousands of communities, upon the needs of education, and foster the will to meet these needs. When the American people understand the crisis that threatens their schools they will not fail American Youth.

It was a very great privilege to be the representative of The Delta Kappa Gamma Society at the White House Conference on Education. For that privilege I am deeply grateful.

EXPANSION IN ALASKA . . .



Alaska still has a few lone,
hopeful prospectors

Delta Kappa Gamma Goes "in"

LOUISE CLEMENT

OCTOBER 15, 1955, was a momentous day in the history of Delta Kappa Gamma as expansion into Alaska became a reality with the organization of Beta Gamma State in Anchorage. The same evening Alpha chapter in Anchorage was organized and Beta chapter in Fairbanks also became an integral part of our Society. The following day Gamma chapter was officially added in Juneau.

This expansion was the realization of a dream of many members, the unceasing labor and loyalty of a few who refused to be tired or discouraged, and the prayers of others while we were "talking about" problems inherent in such expansion. Some felt that our talking was worth while even though we did not expect the harvest until some time in the future, per-

haps even the distant future. We rejoice that the fruit of these efforts came in 1955.

Alaska was ready for Delta Kappa Gamma! That sums it up as well as any statement or explanation I can make. The fact that so much could be done in four days itself attests the readiness and hearty cooperation of local initiates and local planning committees, it demonstrates that spade work and meticulous planning were reduced to fine details, and it proves again that "easy does it" when minds and hearts are directed through faith to a worthy goal.

Each member of The Delta Kappa Gamma Society can take pride in the warmth of these organization meetings, the spiritual fellowship which was demonstrated among the fine women invited into member-

ships, and the intelligent zeal and assistance given by the initiates at one intensive orientation meeting.

Several years were spent in investigating, making contacts, in talking with educators and lay people who have lived in Alaska; a mountain of correspondence was necessary; encouragement and discouragement intermingled. I recognized within my own attitudes periods of wishful thinking and periods of grave doubt. This was my greatest problem, because *I had to be sure*. There were two main reasons for this, partly because that trait is deeply within my own nature, but mainly because the Administrative Board and the National President had given to me the sole responsibility regarding Alaska. It was up to me to go forward, to postpone, or to vacillate. Sincerity and substantiated facts finally were the determining factors in making the decision to organize in October.

We planned a long weekend in Alaska, from Thursday until Tuesday, so as to have a full Friday, Saturday, Sunday, and Monday if necessary. The weekend of October 8 could not be chosen since our National President, who planned to go if possible, had other commitments for that time. October 14 to 17 then became the choice by natural selection.

Everyone hoped that the weather would be kind—and kind it was. Never have I had a complete trip with such gorgeous flying weather, with such perfect visibility, with such ecstatic beauty along the en-

tire route. Although there were a few showers and scattered clouds, these were short-lived and did not daunt a Puget Sounder.

The irregular and island-dotted coastline of British Columbia melted into the scenic peninsula of southern Alaska. The mammoth and majestic Mendenhall glacier near Juneau showed its incomparable moods—a mellowed golden glow in the sun, a steel grey as it reflected a partly overcast sky during a sudden shower, and an arresting ice-blue in a close-up when viewed on an afternoon drive.

The purser of the plane told the passengers that we were indeed fortunate to arrive in Juneau in such favorable weather conditions, that experienced pilots consider Juneau a tedious and sometimes treacherous stop. Our pilot between Fairbanks and Anchorage said that we might make that flight fifty times and not see Mount McKinley as we were privileged to view it that particular day, naked of enshrouding mist and clouds, bold in its white and silent beauty, noble in divine dignity, truly a mighty sentinel of a continent.

There were many problems to conjure with besides the wisdom of the time of organizing and the weather. Transportation offered its snarls. Alaska travel now depends upon air lines and not upon boats. No one air line offers round trip and connections between Seattle and the three cities we wished to include; planes are scheduled from Fairbanks to Juneau only on Tuesdays, Thursdays and Satur-

days; schedule conflicted with our desired itinerary. Six travel plans were made and rejected before a timetable change on October first offered a satisfactory schedule.

The problem of great distances exists in Alaska as in most of the Northwest. This fact caused the greatest concern in the minds of many whom I consulted. I was fully convinced long before we took the final steps of setting dates and issuing invitations for membership that business, banking, and education had made tremendous strides in Alaska during the past few years. There seems little basis for comparison of the Alaska of today with that even of six or eight years ago.

People are buying their own homes; big companies are establishing branch offices in Alaska; government expansions alone have nearly doubled the school population; all indications point toward stability and steady progress. Direct questions and observations confirmed these things. I can assure all of you that Alaska was ready, not only spiritu-

ally and professionally, to receive Delta Kappa Gamma, but materially, physically, economically, and socially.

The "tourist teacher" and the adventure-seeking still gravitate toward Alaska, but they are greatly diminished in number and importance. I was more than pleased to find our initiates in Alaska to be in every sense of the word women of high caliber, fulfilling the highest qualifications for membership, and settled leaders in their communities. Our membership represents mature, vigorous women teachers, with varied educational backgrounds and experiences, a cross-section from all of our states, Wisconsin, North Dakota, California, and even Texas, as well as Washington and Oregon, as one would expect. Some are wives of

professional or business men who are permanently in Alaska, some are wives of school principals or college professors, some have been out of teaching for a few years while their own children were growing through the preschool



Indian totem poles flank
the nugget shop in Juneau

years, and some are unmarried. Many are young in years; all are young in spirit.

There are three types of schools in Alaska: independent school districts, like the Anchorage school system; government schools in or near government installations, similar to dependents' schools in Germany or Japan; and Territorial schools, established by the Territorial government in places which otherwise would not be able to do the job locally. All operate under the Territorial Commissioner of Education. Schools in Alaska, as I glimpsed them rapidly and as I was informed on the spot about them, are not unlike schools in the States. There are a few fine new buildings (they need more because of a rising school population), there are educational problems similar to our own (a shortage of teachers in most places), and there are crowded classrooms. One school in Fairbanks is on triple shift, and several schools are on double shift.

It is 500 air miles from Seattle to Juneau, 620 air miles from Juneau to Anchorage, and 287 air miles from Anchorage to Fairbanks. An automobile road from Anchorage to Fairbanks is about 350 miles. Teachers use their cars all winter although temperatures go to forty below or lower. It was five above the morning I was in Fairbanks, but quite comfortable even to me, reared as I was in South Carolina and the tropics the first half of my life. It was a beautiful day, dry, clear, sparkling, and without wind. The keen and biting winds bother

them more than do low temperatures. One of our members who lauds Fairbanks climate said she does not like it when it goes "below forty below."

Anchorage is growing so rapidly that the town can hardly catch up with its own development. There are several modern apartment houses (two seventeen stories high, I believe), stores which compare favorably with those in the States, good hotels, three radio stations, two TV stations, and up-and-coming enterprises of all kinds. In some ways Anchorage reminds me of Los Angeles in 1920 with areas all around marked for subdivisions, sidewalks laid in them but with dirt streets, and with a few houses built and occupied in each subdivision. There is no doubt that Anchorage is the business center of a vast and growing country which is preparing for a bright future.

Words cannot describe the Anchorage high school. I have never seen (or dreamed of) anything like it. While touring the entire building I wanted to pinch myself several times, especially in the auditorium with stage equipment equal to that in Radio City. Their facilities are almost unbelievable. The building is used for a high school by day and for the junior college in the afternoon and evening. Small wonder that Anchorage administrators had 200 applicants who sought teaching positions there last year.

Juneau is tucked away with barriers and physical restriction. However, one cannot forget that it is the capital of the Territory. It

has an atmosphere of maturity, art, culture, and importance not felt in the other two cities. Everyone knows everyone else and greets him by his first name. I had all of Monday morning to linger in the wonderful Territorial Museum enjoying its rare collections, and to stroll into the shops to get the pulse of the townspeople. One of our initiates struck the heart of the matter when she said, "If you come to Juneau it is because you really want to come."

Our initiation was held in the beautiful faculty room of the high school in Anchorage; at Fairbanks it was in a private home; in Juneau it was in the modern Baranoff hotel. The three were different only in material appointment; they were alike in happy fellowship. I felt the keen responsibility which was mine as I represented our Society, particularly as I represented our National President, Mrs. Edna McGuire Boyd, who was forbidden by her doctor to make the trip. She was very much there in spirit

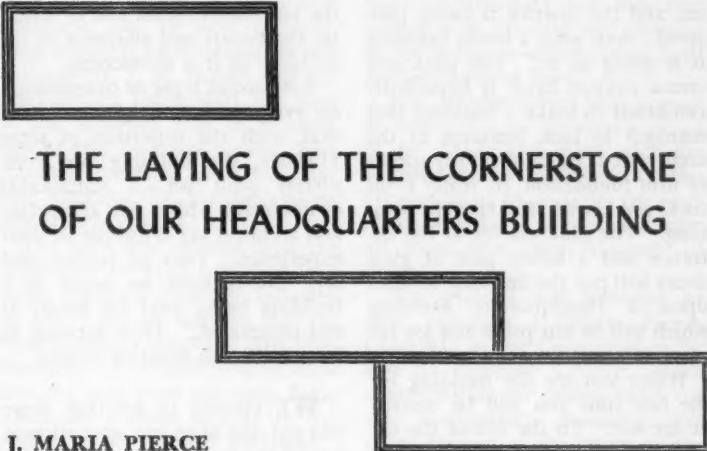
with us as she was every step of the way as plans were made. Her faith and trust that the end result would be "right" was a strong support as progress was reported to her.

Beta Gamma State has sixty members: 27 in Alpha chapter, 19 in Beta chapter, and 14 in Gamma chapter. State officers are from all three chapters, as are State Founders, fifteen in all, seven from Alpha, four from Beta, and four from Gamma. It was a rare privilege to be instrumental in bringing these wonderful women into our sisterhood, and everything worked harmoniously toward that end to bless our efforts with good omens all along.

There is a saying in Alaska when one goes away for summer school, to visit one's relative, or on a business trip outside the Territory that one goes "Out." May we paraphrase that expression and say that Delta Kappa Gamma, in organizing three chapters and Beta Gamma State in Alaska, was indeed happy to go "In."



Old Glory and a totem pole
flank the Governor's Mansion



THE LAYING OF THE CORNERSTONE OF OUR HEADQUARTERS BUILDING

J. MARIA PIERCE

THE good fortune which has smiled upon our Headquarters Building project from its inception continued to favor us with a perfect setting for our laying of the cornerstone on Friday, November 25, 1955. Cold and drizzles were forecast for the day, but instead, the morning arrived, crisp and sunny. This unexpected change of weather seemed to some of us symbolic of the joy which has accom-

panied this endeavor all along the way.

Happy greetings were called to one another as Delta Kappa Gamma members gathered for the ceremony. There we saw two platforms, one for the program participants, and one for those who were actually to spread the mortar for the laying of the cornerstone. The backdrop for this improvised stage was the unfinished front of our

building, with workmen quietly going about their tasks on the far side.

The first topic of conversation which was on everyone's tongue was the speed with which our building was proceeding. The exterior brickwork is completed, the roof is on, and the interior is being plastered. And what a lovely building it is going to be! The pink and cream colored brick is beautifully combined to make a building that manages to look feminine at the same time it quite obviously speaks of firm foundation (it really is on rock, you know!) and efficient planning. The pink marble at the entrance and a lovely pair of glass doors will put the finishing touches upon a Headquarters Building which will be our pride and joy for years to come.

When you see the building for the first time you will be amazed at the size. To the left of the entrance is the Annie Webb Blanton Room, which is to be the gathering place for all social functions at Headquarters. It is generous in proportions, and features a niche for Dr. Blanton's portrait at one end and a stunning large window at the other, looking out on a courtyard.

Opening off from a long hall to the right of the entrance is a series of office suites for the Headquarters Staff. There is a beautiful room for the executive secretary, which has one entire wall of windows which will frame an exquisite little walled courtyard with an iron grille fence and gate opening on to the

entrance walk.

There is a delightful room, too, which will be a library, a suite of offices for our treasurer, and provision for offices for such other members of our staff as our resources may be able to provide. Truly, it is thrilling to walk into the unfinished rooms and to visualize the beauty and efficiency of the building as it is developing.

The second topic of conversation for everyone was the glorious news that, with the collection of some \$130,000, the building was completely paid for — a remarkable achievement which our contractor and architect say is unique in their experience. They go further and say, "Never have we heard of a building being paid for before it was completed." How exciting to have made this amazing record!

WE venture to say that there was not one of us but who allowed herself the luxury of visualizing the lovely furnishings and artistic landscaping which will make the beauty of the building complete. Once we might have said, "If we have the money"; experience has given us courage to say "when."

We know that the fourth of our chapters who have not responded to the call to "Have a Share" will want to do so at once to make the building all that we want it to be.

Phyllis Ellis and Eula Lee Carter, co-chairman of the Committee on Building Ceremonies, had prepared an interesting program which started on time and proceeded smoothly to a fitting climax.

The occasion was graced by the presence of four national founders, Miss Ray King, Dr. Cora Martin, Mrs. Lalla Odom, and Miss Lela Lee Williams. Miss Mabel Grizzard and Mrs. Ruby Terrill Lomax were unable to be present but sent their personal greetings. We were delighted, too, to have as interested members of our audience our builder, Mr. J. M. Odom, and our legal adviser, Judge Hart. Mr. Barr of the architect firm of Kuchne, Brooks and Barr was present, also. Another interested guest was Mrs. Ben Thrasher, Dr. Blanton's niece, who lives in Austin.

The ceremony opened with the invocation by Miss Lela Lee Williams, National Founder, followed by the scripture reading by Dr. Fern Schneider, National First Vice-President. It is interesting to know that she read from the same Bible which Dr. Blanton used at the initiation of the original founders.

Next on the program was the recognition of platform guests, including the Founders, the members of the National Administrative Board, those national chairmen who were able to be present, and representatives from the Committee of '52.

This was followed by three brief talks. Eunah Holden, past National President, who is Chairman of the Building Committee, spoke on the subject "Dreams Translated."

"In marking the development of this structure," said Mrs. Holden, "we are representative not only of the Building Committee but of all

states, provinces, and chapters who have shared in our desire to translate dreams into brick and marble.

"We of the Building Committee agree with Ruskin in 'requiring from buildings as from men two kinds of goodness: first, the doing their practical duty well; then that they may be graceful and pleasing in the doing it—which last is itself another form of duty'."

Mrs. Holden closed with a prayer which was in the hearts of all of us: "May the spirit of Delta Kappa Gamma symbolized by this Headquarters characterize the work of all who labor here and inspire all those who enter through its doors."

Mrs. Holden was followed by your reporter, J. Maria Pierce, Chairman of the Committee of '52 and its Planning Council, which is responsible for raising funds for the headquarters building. We chose fantasy as the means of developing the title, "Dreams Prepaid."

THE mother and her daughter, Delta Kappa Gamma, go into the store of Things-To-Come where they are fascinated by the dazzling array of dreams to be found. Starting with large dreams for organization which the mother purchases for her daughter by promises of long hours of loving labor, the daughter gradually sees dream after dream come true.

The headquarters dream is the most intriguing of all to her but seems, for years, quite impossible to come by. Though Delta Kappa

Gamma saves her money as her mother has told her to do, in her little Permanent Fund savings bank, the sum doesn't grow very fast.

Then one warm summer August day in 1954 Delta Kappa Gamma receives the following message:

"To you, Delta Kappa Gamma, on your 25th birthday. We want you to have your dream and the one your mother had, too. Your Headquarters will be yours when you call for it in March, 1956."

When Delta Kappa Gamma goes to the merchant for her dream she finds it all ready for her, wrapped in silver and marked, "DREAMS — PREPAID." Delta Kappa Gamma's heart swells with pride, and a gentle tear falls as she beholds this evidence of love. "Truly," says Delta Kappa Gamma, "my cup of joy is full to overflowing!"

In a stirring talk, Edna McGuire Boyd, National President, called to mind the remarkable faith and courage of our Founders, and urged us all to demonstrate those same noble qualities in the days to come. "By faith we build," said Mrs. Boyd. "By faith we build, not only this beautiful Headquarters, but the foundations of a still more vigorous organization for the future."

IN keeping with this season, members of the choir of Alpha Chapter, Alpha State, dressed in their red and gold robes and led by Miss Katherine Cook, sang "Song of Thanksgiving."

This was followed by the com-

mitment of documents and writings of The Delta Kappa Gamma Society to the cornerstone. Standing by the large copper box to receive these documents was a National Founder, Lalla Odom, and one by one these items were handed to Mrs. Odom by the following persons:

The National Charter—Miss Ray King, National Founder.

The Constitution of the Delta Kappa Gamma Society and the Handbook—Miss Josephine Friebie, Member, Committee on Building.

"Annie Webb Blanton," a biography by Dr. Clara M. Parker—Miss Doris Thompson, Alpha State President.

The Founders Day Bulletin, Monographs, and Other Publications of the Society—Miss Lillian Schmidt, National Second Vice-President.

Anniversary Numbers of *The Delta Kappa Gamma Bulletin*—Dr. M. Margaret Stroh, National Executive Secretary.

The Program Manual—Dr. Edith Lawton, National Parliamentarian.

The Delta Kappa Gamma Ceremonials—Miss Ola Hiller, Member-at-Large, National Administrative Board.

An Account of the Silver Anniversary Convention—Miss Eva Gardner, Member-at-Large, National Administrative Board.

Copies of the Groundbreaking Ceremony and of the Cornerstone Laying Ceremony—Miss Helen Woodman, Member, Committee on Building Ceremonies.

A Copy of the Resolution to Build the Headquarters Building—Dr. Stella Traweek, Vice-Chairman, Committee on Building.

The List of Chapters Whose Members "Have a Share" in the Headquarters Building—Miss Berneta Minkwitz, National Treasurer.

A Copy of the *Austin Statesman* for November 24, 1955—Miss Layuna Hicks, Chairman, National Committee on Publicity.

To Dr. Cora Martin was given

the honor of placing the first mortar on the bricks which were to hold the cornerstone. She used a silver trowel upon which had been placed an engraved plaque commemorating the occasion. The trowel was later presented to Mrs. Boyd, who plans to place it among the special mementoes of the Society which will be put on display in the building later.

Dr. Louise Clement of the Northwest Region, Miss J. Elizabeth Jones of the Southeast Region, and Miss Yvette Rosenthal of the Southwest represented their Regions as they added mortar for the placing of the cornerstone, while Miss Margaret Boyd, member of the Building Committee, represented the

Northeast Region for Miss Coombs, who was unable to be present.

Then came that breathtaking moment when the cornerstone was put into place, bearing in dignified simplicity the words:

**THE DELTA KAPPA GAMMA
SOCIETY ORGANIZED 1929**

Sometimes music expresses emotions that mere words are unable to do, and so it was appropriate that the depth of our feelings find expression in the singing of our official song. A benediction by our National President closed the ceremony which had filled the hearts of all of us with the quiet joy which belongs to those who have seen faith translated into works.

WCOTP in ISTANBUL

SARAH C. CALDWELL



Istanbul, the magic city

THE first big word I learned to spell was Constantinople. My daddy taught it to me for fun before I started to school. He used the sing-song method of "the blue-backed speller" which he had studied as a child. For me at that time the word was only a song, one without meanings. On July 25th, as the British airliner from Athens lost altitude and came nearer and nearer to land made visible by a crescent moon, I found myself humming the "song" — C-o-n, Con; s-t-a-n, stan; Constan; t-i, ti; Constanti; n-o, no; Constantino; p-l-e, ple; —Constantinople—and this time

it had real meaning! I was about to land at Yesilkoy Air Field near that ancient city, now officially known as Istanbul.

It has been said, "If one had but a simple glance to give the world, one should gaze at Istanbul." It is unique. Situated at the meeting point of two continents and of two seas, this city of seven hills can boast of an architecture harmonious with nature. By moonlight the city seems to be suspended upon the shining waters of the Bosphorus and the Golden Horn, and with a forest of minarets silhouetted against the sky the effect is magical.

Istanbul is not a fairyland, however; it is a teeming metropolis filled with extreme contrasts. In no city that I have visited have I been more conscious of such contrasts—the modern and ancient, the wealth and poverty, the color and drabness, the cleanliness and filth, the "have" and "have-not."

Istanbul has many modern apartment houses and office buildings, with the Hilton Istanbul equaling the world's finest hotels in design and appointments. Yet right alongside these lovely places could be found structures that looked as if they'd been built during the days of Byzantium. One saw modern cars and jalopies; wide paved streets and cobblestoned pathways; people well dressed in western styles and women garbed in the Moslem black cape (the veiled face is forbidden by law, as is the wearing of the fez). In the coffee houses some men sat smoking meerschaum pipes, while others enjoyed the bubble-bubble. Close by Abdullah's world famous restaurant were eating places with foods displayed in an open window. Taksim Square is the Place d'Etoile of Istanbul while Kapali Carsi (the Grand Bazaar) is a twelve-block area filled to overflowing with tiny shops, curios, and crowds—pushing, endless crowds of people *on their way*.

It is because *people are on their way* that one finds such contrasts in Istanbul, I think. Turkey as a nation is on the move! In one short generation she has moved from a long history of harems and sultans to woman suffrage and a president.

Although Turkey has not solved all the problems confronting her in this modern world, she has a very important role to play in international affairs. What better place to hold a conference composed of teachers of the world—they who have the responsibility "to mould the future of mankind!"

The fourth Assembly of Delegates of The World Confederation of Organizations of the Teaching Profession met in Istanbul, July 30 to August 4, 1955. The constituent bodies, IFTA and FIPESO (the federations of primary and secondary teachers), held their meetings for two days prior to that date. All sessions were scheduled in the Lycée Galatasary, where genial Turkish teacher hosts had made every effort to provide their best in physical arrangements.

THERE were 120 delegates from 42 organizations in 25 nations, plus a number of visitors and observers from other national and international groups, participating in the congress. The NEA delegation of 30 was headed by Waurine Walker, who, with John Lester Buford, gave dynamic leadership to the group. These national officers of NEA were equally successful discharging their duties in appointed positions of responsibility on the Congress program.

At the opening session of the Assembly of Delegates greetings of welcome were brought by the Vice-Governor of Istanbul, the Turkish Minister of Education, and the president of the National Federation of

Teachers Association of Turkey. Sir Ronald Gould, WCOTP President, then addressed the audience. He reviewed world trends with respect to systems and content of educational programs, including professional training and teachers' reactions to these trends.

Personalities always mean much to international meetings. With tact, decisiveness, and humor Sir Ronald kept the conference on schedule throughout the five days, and he repeatedly succeeded in surmounting the inevitable constitutional and technical difficulties which beset any international body. The diplomacy and organization skill of Secretary-General Dr. William G. Carr, so apparent at all times, did much to assist the president in these matters and to determine the character of the meeting. Everyone was grateful for the leadership of these officials and expressed such appreciation in a formal resolution.

The central topic for study and discussion at the Istanbul meeting was "The Status of the Teaching Profession." It was considered in four sections: (1) Academic Status; (2) Social Status; (3) Economic Status, and (4) Legal Status.

From the national reports, made early in the year, George Ashbridge, a member of the Executive from New Zealand, prepared a synopsis which he presented as the keynote address at the first regular business session. Mr. Ashbridge emphasized that satisfactory salary and service conditions and social status for the teacher are necessary if society it-

self is to have the greatest benefit for itself and its children.

"Money is necessary not only to attract good people to teaching but to enable them to develop their potentialities both during their training period and afterwards," Mr. Ashbridge said. "Teachers, if their work is to be fully effective, must have not only technical training but a liberal cultural background. The poorly paid teacher tends to lack this background, and when this is the case the cultural development of his pupils must in turn be stunted. Without a sufficient salary a teacher can have none of the leisure essential not only for acquiring this cultural background, but also for the mental and physical vigor and buoyancy he must have to face a class successfully."

"The teacher who must accept spare-time employment, or must use his spare time in doing domestic jobs he cannot afford to pay others to do, cannot give to teaching all that he should give. While its teachers lack financial security and lack the self-respect and the respect of others which an adequate income brings, the community suffers, and the most important members of the community—its children—suffer most of all."

"Higher salaries, however, are not ours merely for persistent asking. They follow in the wake of our efforts to improve ourselves professionally. For that reason it is encouraging to note the emphasis placed by member associations on their obligations to regard themselves as responsible professional

bodies vitally concerned to raise teaching standards and to note how often improvements in teacher training are designated as the most important contribution in recent years toward raising the status of the profession."

Following the keynote address there was general discussion from the floor. Further consideration was given to the problem in smaller discussion groups. These discussion groups sent their suggestions to the Resolutions Committee and this committee in turn offered its recommendations to the Delegate Assembly.

THE resolutions adopted at Istanbul: (1) Call on school authorities to help teachers keep abreast of educational thought and practice and to pay salaries commensurate with those offered in other professions with equivalent training and responsibility. (2) Declare that teachers should form strong, national professional organizations and be granted reasonable leave of absence, with pay, to participate in the activities of their professional organizations. (3) State that teacher representatives on government bodies should be appointed by teachers and that teachers, like other citizens, should have the right to stand as candidates for political positions.

In addition to the discussion of the general conference theme, the Istanbul meeting transacted some housekeeping business of WCOTP. There was a discussion of financial matters and of external relations,

some slight revision of the bylaws, and the election of officers.

During the conference week there were many activities of a social and personal relationship, perhaps fully as important as the official business itself. The Turkish teachers first planned an all-day trip on Sunday. In a chartered boat, we sailed along the Bosphorus to the Black Sea. Returning via the strait to the Sea of Marmara, we visited the Prince Islands. On the homeward journey, by moonlight each delegation on board tried to outdo the other in singing a song typical of their country. (We Americans agreed there was a need to improve our efforts!) Other relaxing hours included an elaborate dinner given by the Governor of Istanbul, an exhibition of Turkish national dances, a sightseeing trip of the city, and two lovely teas.

It is on occasions like these when there is a chance for personal acquaintanceship, professional shop-talk, and friendly visiting that much of the value of international conferences emerges.

That the annual meetings are not always marked by complete harmony and full agreement only points up the need for a careful screening of all delegates. The responsibility to know and be known in our case as typical American teachers cannot be passed over lightly. Continuity of attendance is highly desirable. It is to be hoped that, when the 1956 Congress of WCOTP convenes in The Philippines next August, there will be many among the American delega-

tion who served so faithfully in Istanbul. Since NEA is entitled to have 50 delegates, that will also be a good time and place for new qualified delegates to begin a tenure of service. Every one will be a guest of the PPSTA during the 1956 Congress. The conference theme will be "The Teacher and the Well-Being of Society."

WCOTP is an ambitious young organization striving to secure world-wide educational cooperation by voluntary associations and to

achieve a blending of the best in educational thinking. The Istanbul Congress took us one step nearer these goals. It was also a valuable experience in better human relations. I feel sure that all visiting delegates left the city as I did with pleasant memories, especially the memory of the Moslems' palms upturned in prayer, and the words,

"Wherever you go,
Whatever you do,
May the peace of Allah abide
with you."



One of thousands of water taxis in the golden horn

WHO WILL TEACH



In The Decade Ahead?



MARY EVA HITE

"**W**HOMO will teach my child?" is unquestionably one of the most important queries on the lips of parents throughout this country today. Teachers—more teachers—and still MORE teachers is the call coming from every nook and corner of our nation. How can this call be answered? We are realistic enough to know that there is no easy answer. If America's children are to be taught by qualified teachers during the decade ahead, there must be *immediate, concerted, and forceful*

action on the part of lay and professional groups in every local community.

"Study coupled with action," Delta Kappa Gamma's theme, calls each "key woman teacher" to action if our organization is to meet its share of responsibility in the solution of this critical problem. During the biennium now nearing its close, the Program Committee and the Selective Recruitment Committee have combined their efforts in the promotion of an *action pro-*

gram designed to add to the supply of qualified teachers.

Delta Kappa Gamma has made significant contributions to research in the area of teacher supply through such brochures as *Better Selection of Better Teachers, Eyes to See, and Find Your Own Frontier*. Without question we have done our share of study, but what about the *action* part of our program? We know much about the critical shortage of teachers, but what has Delta Kappa Gamma done to increase the supply?

Critical Issues

The present extremely low manpower pool resulting from the *low birth rate* of the 30's coupled with the *high birth rate* of the last decade, together with the rapid expansion of industry and business has put the teaching profession in a spot of great disadvantage in personnel competition. If teaching is to be able to attract its share of recruits, certain basic issues must be faced.

There seems to be general agreement among business and professional leaders that *economic security* in any profession has a direct relation to the number of young people interested in entering that profession. If that is a sound thesis, it can be safely stated that *professional salaries for qualified teachers* is a fundamental issue. This issue can be resolved only when public opinion is ready.

The *prestige* of a profession is accepted as another basic control over personnel supply. Too often it ap-

pears that the monetary reward of a profession is accepted as the index of prestige. However, there are other recognized factors involved, such as social acceptance by the community, working conditions, and old age protection. Just as in the matter of professional salaries, these issues will be resolved only when public opinion is ready.

A third basic issue involved in teacher supply is revealed by studies showing that too few of the ablest young people of this country now graduate from college and thus become a part of the manpower pool of college-trained personnel. It is from this group of *ablest young people* that the teaching profession should select and recruit its members. To give the exact picture I quote from an address on Teacher Education: The Decade Ahead, given last June at the De Kalb Conference of the National Commission on Teacher Education and Professional Standards by Dr. Robert J. Havighurst of the University of Chicago:

"Several different studies agree in the conclusion that approximately 6 out of 10 of the ablest quarter of youth do not now graduate from college. The reasons for not going to college or not completing college are of two kinds—financial and motivational. About 3 out of 10 would complete college if they had the money and the other 3 out of 10 would not go to college even if they had the money. They lack motivation for higher education."

"If the 3 out of 10 of the ablest quarter of youth who are motivated for higher education but lack financial means were given scholarships, this would mean that an additional 7½ per cent of the age group would graduate from college. At present, 15 per cent of the age group complete col-

lege. To increase this number by half would clear up shortages in a few years."

"Another possibility is to find ways of increasing motivation of the 3 out of 10 in the upper quarter of ability who now lack that motivation. This is primarily a task for the local high school staff and the local community, and, secondarily, a task for the college staff in connection with students who commence college but drop out because of lack of motivation."

Action

Space does not permit an exhaustive analysis of all critical issues, but the ones mentioned seem to be sufficient to give Delta Kappa Gamma almost limitless opportunity for an action program in selective recruitment.

In the issues mentioned, emphasis falls on *local community action*. Professional salaries, increased prestige, provision for selecting and educating recruits—public opinion demanding and providing for all these things will develop only at the local level.

Throughout the year the National Committee on Selective Recruitment has urged every Delta Kappa Gamma Chapter to sponsor the organization of a *Community Council* to work on problems related to teacher supply. Has your chapter responded? If not, it is not too late! Call together a group of representatives from the Chamber of Commerce, the JC's, the AAUW, B & PW, PTA, school officials including board members, FTA—high school and college, civic clubs, veterans groups, professional groups, etc. Keep the organization simple and flexible. Work to arouse local citizens to the seriousness of the

problem and to enlist the aid of parents in recruiting their own sons and daughters. Make use of press, radio, and TV.

Isn't it intriguing to imagine results if 1,200 Delta Kappa Gamma chapters sponsored the organization of 1,200 community councils? The impact of changed public understanding in 1,200 local communities would shake many local and state leaders out of their lethargy!

Delta Kappa Gamma chapters do not have sufficient funds to provide scholarships for the "3 out of 10 of the ablest quarter of our youth" who might be recruited for teaching. On the other hand, there are literally hundreds of scholarships and financial aid plans open to promising young people who lack funds for a college education. In addition, in practically every community in America, there are groups or individuals who would help a deserving boy or girl through college if some interested responsible individual made the contact. What would be the result if 1,200 Delta Kappa Gamma chapters set themselves to this one task?

For a long time, Delta Kappa Gamma has recognized FTA as a promising recruitment medium. Reports indicate that FTA clubs and chapters are now flourishing throughout the country and that many sponsors come from our ranks. Let's continue our interest in this work.

A most heartening communication has just been released. The Vocational Guidance Committee of Kiwanis International has adopted

teacher recruitment as a project for major emphasis during 1956! The 1,200 chapters of Delta Kappa Gamma should contact *immediately* the local Kiwanis Club and offer its cooperation in this program. What an opportunity to work with local business men on the problem of teacher supply!

The Junior Chamber of Commerce in South Carolina is waging an aggressive campaign for improvement in the economic status of teachers, which, the JC's think, will help materially to fill the depleted ranks of the profession.

In our zeal for group action, let us not lose sight of the fact that each individual member of Delta Kappa Gamma daily *recruits* or *repels* prospective members of the teaching profession through her daily living.

Can any Delta Kappa Gamma chapter claim a scarcity of ideas for an action program? Hardly! The challenges and opportunities lie all about us! The job ahead is not easy, but the American tradition leads us to believe that the tougher the going, the more determined we are to win.

TIME

Is time a rhythmic pattern made by clock
Knocking on door of silence, outlasting art
Even of death that shadows chugging heart
With threats until he turns the golden lock?

Is time the run of sunshine through a day
Framing a continent and ocean's reach,
Or quiet changes that erode the beach
Of night and slowly wash the stars away?

Did time begin with matter or desire,
With chaos or with pre-determined source?
And will it stop with holocaustic force
Or circle on in never-ending spire?

O who can measure this by sun or sea—
A heart's full portion of eternity?

—Ruth Pettigrew

Chapter Problems

MABEL F. MCKEE

HAVING grown up on an Iowa farm and, in addition to that, having had twelve members of my family who have been graduated from Iowa State Agricultural College, you will see how natural it is for me to draw my figures from down on the acres.

I presume every Delta Kappa Gamma in the room has at some time been responsible for the lawn at home, or has been interested in some phase of gardening. Assuming this to be true, you will remember

how you prepared the seed bed, then planted your seeds or bulbs, and how soon the weeds began to appear. You will recall, too, how fast the grass grew on the lawn. You had no sooner cut the grass until it was ready to mow again. Both garden and lawn needed repeated attention, and the work on each had to be done over and over. You couldn't mow the grass or pull the weeds once in the spring and expect that to last all summer.

This is a very real, a very acute

problem for the yardman, the gardener, or farmer. He must study each plant. He no longer merely digs up the plant and throws it away, or watches it turn yellow and die. He studies the disease and applies the spray or dust for the particular aphid or borer.

We have not used this figure lightly for mere chatter but have chosen it because of the obvious parallelism between the physical and, shall I say, the spiritual. The agriculturist is continually on the alert. In fact, he has learned that best results are obtained when he anticipates probable trouble, and acts before it occurs. In other words, "Apply early in the season in advance of insects. Repeat when necessary."

AND now in our Delta Kappa Gamma garden we have found many problems. They do not appear in any one place. They are not confined to one locality but are common to Iowa, Minnesota, Nebraska and Idaho and, I am sure, to other states as well. So a treatment effective in one state should be equally potent in another part of the organization.

Is there any dead wood in your Delta Kappa Gamma garden? Are there any sticks? I am sure this is a problem in many chapters. Is it better to cut off this dead timber, or to discover the borer and apply the correct dust? As soon as the farmer finds some leaves turning yellow he begins to analyze. He knows something is wrong. Very often the trouble is located in "the

heart" or in "the roots" of the plant. What treatment do you recommend for those members who attend only occasionally, contribute the miser's portion of work, enthusiasm, and planning, yet complain when dues are to be paid—or raised—that they are "already too high."

The aphids on your rosebushes has a very deadening effect. What about the aphids of indifference or apathy on the Red Rose of Delta Kappa Gamma? Most of the colleges now have Freshman Week, an orientation period when new students learn The Why and The How of college life—days when they are acquainted with the program, purposes, traditions, and ideals of the particular institution in which they have chosen to enroll.

You have observed, too, many churches have a period of training when people are taken into membership. They have a list of duties and activities on which they may check what they are willing to do or would enjoy doing. They may contribute skills with tools, paint-brushes, or typewriters. The pastor makes it his particular duty to see that each new member pledges not only his service but his money to support the church of his choice. They have not emphasized merely what the church can give the individual, but the fact that each person must give of himself.

Could there be, should there be a corresponding experience in Delta Kappa Gamma? When Delta Kappa Gamma initiates new members there is a pleasant social occasion accompanied by impressive

ceremonies, and then too often these new members are "just left." Someone has said, "We love 'em, then leave 'em." We, too, need a follow up, an orientation or training period where new members learn the purposes of the organization, glimpse its quiescent possibilities, and catch the spark of the glory of work. I believe such a program in our chapters would aid materially in meeting the problem of apathy and indifference.

Another perennial problem in many chapters is that of attendance. Some have used effectively the big-sister idea where the new member or the indifferent member is assigned to a loyal, enthusiastic one who calls for and takes to meetings the hesitant person until she has formed a positive attitude in attendance. In other places, where the size of the city necessitates dinner meetings, it has proved helpful to pay for dinners in advance by the semester. Such suggestions may help in meeting the problem temporarily, but that does not get at the root of the trouble.

Recognition afforded by election to membership is not the end. It is rather a challenge to continued and more purposeful professional activity because of association with others who have been similarly recognized. In other words, if we really tapped our potential, we should have such a dynamic program no member would feel she could afford to miss a meeting. Perhaps we are to blame. Have we emphasized too much the honor of belonging rather than the challenge

to work? Is your program constructive? Positive? Is it related to Delta Kappa Gamma purposes and ideals? Is it produced by chapter members or is there a tendency to import talent? It is so easy to have someone "come in and talk to the chapter."

I AM sure you have read Dr. Stroh's contribution to the *Summer Bulletin* (page 38). Again, our Executive Secretary has expressed most convincingly the pledge each of us has taken, the objectives of our organization, and has shown how unlimited are their implications. If our 50,000 women should become activated—reverting again to my agricultural vocabulary—for the next five years the result would be terrific, sensational. Quite aware, at this point, that I was not well versed on current slang, I turned to a high school niece for the 1955 equivalent and was informed, "Oh, everything now is charged." So—if our 50,000 women were really charged the result would be terrific. We could claim in education the promise recorded by Malachi long ago:

"Behold, I will open the windows of heaven and pour you out a blessing that there shall not be room enough to receive it."

Another problem I was asked to bring to your attention is that of Reserve Membership. Is this classification filling the need it was intended to fill? Is Reserve Membership becoming an "easy-resting-place" for the "easy-going" member? What will be the effect if many apply for and are granted this clas-

sification? Should we recommend that applicants for Reserve Membership be called into conference with the Membership Committee before the request is presented for chapter vote? Many are aware that there seems to be a growing number who acknowledge the advantage of affiliation but do not feel the necessity for continuing participation.

Again, the ever recurring question of transfers has many aspects. This becomes an especial problem to a chapter if it has on its roll a sizable number of persons who cannot possibly attend its meetings. It has another side for the Executive Secretary who receives the letter—"I must ask for a transfer and become a state member because there is no chapter in this area." The reply often has been, "That is one way to meet the situation—why not—a new chapter . . ."

Perhaps this is a crucial time in our organization in several respects. Our attention is now riveted on the erection of the new building at Headquarters. I would not detract from that in any way whatsoever, and I do not want to be misunderstood or misquoted. My plea is that we do not rest on past achievements, on the roster of 50,000 members, or on the new building, com-

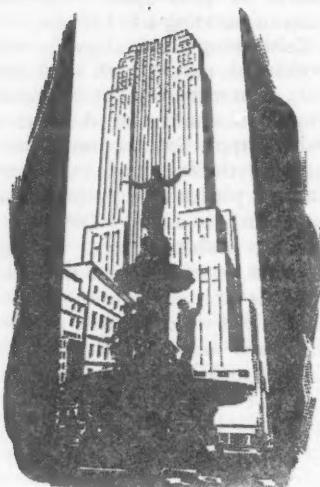
pleted. May we not fail by becoming so enamored, so satisfied with accomplishments to date, that we neglect the very purposes for which Delta Kappa Gamma was founded. These purposes are the framework of the organization, and if they are weakened the entire structure which we have spent twenty-six years in building will collapse.

Continuing our analogy, he who works with nature, with seeds and soils, must meet constant daily challenge if he would succeed. So we as Delta Kappa Gammas must meet a similar challenge—not merely recite our pledge and purposes but put them into action NOW.

These problems, then, we suggest as a beginning for our discussion this morning. We hope, from the analysis which follows, that we may learn some control measures, perhaps some preventive measures. And as each package of chemicals carries on its label the kind and amount of its contents, we trust we have here in our Gearhart package a very small per cent of the inactive ingredients and such a complementary per cent of active ingredients that we may spray and dust, inoculate, and invigorate every chapter in the Northwest Region.

UNESCO:

The First Nine Years



Atop the 48-story Carew Tower one sees this breath-taking view

"UNESCO's role is not an ethereal one. It is predicated upon the realization that ignorance, poverty, and disease are, at least, contributing causes to world tension and unrest," stated Major General Milton G. Baker, chairman, United States National Commission for UNESCO, as he opened the Fifth National Conference in Cincinnati on No-

vember 3. Mr. Baker continued: "The quest for peace in the past has centered about the complexities of diplomacy. Perhaps it is time to search for it in the commonplace—the little things that are so often overlooked." For this reason America helped organize UNESCO, "a permanent international agency to promote educational and cultural

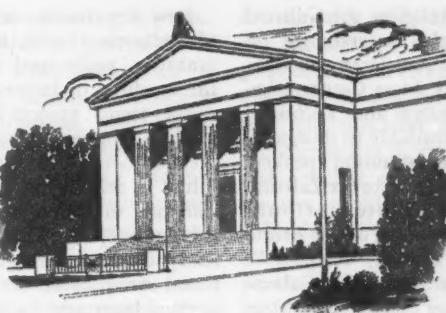
Margaret
A.
Boyd

relations and the encouragement within each country of friendly relations among nations, peoples, and cultural groups."

The United States National

Commission for UNESCO has a unique mandate given to it by Public Law 565. This requires the Commission to "call general conferences for the discussion of matters relating to the activities of the Organization (UNESCO), to which conferences organized bodies actively interested in such matters shall be invited to send representatives." Under this authority the national organization of The Delta Kappa Gamma Society was invited to send two representatives to this Fifth National Conference.

As delegates we enjoyed the charm of our beautiful host city of Cincinnati; we heard the stirring chorus of the Conservatory of Music singing Hindemith's "Canticle of Hope." We explored the treasures of the Cincinnati Art Museum where we were guests at a buffet supper; we listened to the rich voice of the superb Cincinnati Symphony Orchestra under the distinguished direction of Thor Johnson. We browsed through the exhibits of current UNESCO publications, the



The Art Museum, one of America's finest galleries

Documents Booth, Children's Books, Human Rights Display Table; we enjoyed a Puppet Play presenting the techniques and tools of instruction developed at Patzcuaro,

Mexico, colored films on UNESCO's projects and goals. International Music Council Recordings of folk and contemporary music, an exhibit of UNESCO reproductions of Chinese paintings and Japanese woodcuts, and an exhibit of Australian Aboriginal Art.

The theme of this Fifth National Conference was: UNESCO: The First Nine Years, An American Appraisal and Forecast. The program was planned to deal with the theme, not in the abstract, but in terms of the existing realities of world affairs. Four plenary sessions and twenty work groups undertook an appraisal of what UNESCO has done in relation to such problems as Economic and Cultural Development, Cooperation for Human Progress and Mutual Understanding, Increasing Cooperation for Scientific and Technical Progress, the Role of the Primary and Secondary Schools, Colleges, Universities and Adult Education in the Development of International Understanding. Discussions on the con-

tributions of Religion, the Cultural Institutions, the Interchange of Persons, Music and Dramatic Arts, the Visual Arts, Mass Communications and Research and Technical Change were available to delegates.

Among the outstanding speakers for the conference were Sir Zafrulla Khan, Member, International Court of Justice and Former Prime Minister of Pakistan; Ralph W. Hardy, Vice President, the Columbia Broadcasting System; Athelstan F. Spilhaus, Dean, Institute of Technology, University of Minnesota; Dr. Howard E. Wilson, Secretary, Educational Policies Commission, National Education Association of the United States; and Dr. Luther H. Evans, Director General of UNESCO.

SINCE UNESCO recognizes that mutual understanding often depends upon breaking the language barrier between peoples, the improvement of communications through work on foreign and indigenous languages is one important part of UNESCO's program. A panel discussion on "The National Interest and Foreign Language" startled the delegates as it traced our need for increased language teaching in our own country. A study of foreign language offerings in the public secondary schools of our nation reveals some astonishing things: 46 per cent of the public secondary schools in the country do not offer any foreign language; only 14.3 per cent of the high school population is currently enrolled in a modern foreign language class.

New departures such as the use of audio-visual aids, language laboratories, radio and television in the teaching of languages, and the rapid trend toward introducing modern languages into the elementary school curriculum have resulted in relating foreign language teaching to better understanding among peoples. UNESCO stands ready to encourage regional and national seminars on the teaching of modern languages for international understanding. The world has changed, and contacts, either physical or by means of the mass media of information, multiply at the rate of a geometric progression.

Foreign languages are not only a tool for communication but also for culture and sympathetic introduction to other civilizations. Nevertheless, most young people leave school with but a faint knowledge or with no knowledge of a foreign language. Within existing budgetary limitations UNESCO would be unable itself to finance any expensive undertaking in the field of language teaching. This is a problem to be met by member nations.

THE work group on the Development of International Understanding through Primary and Secondary Schools accepted as basic that we believe this understanding is a proper concern for schools, that we do have much activity in this field which has good results, and that by developing international understanding the schools can make a large contribution to the support of intelligent foreign policy and to

the building of an enduring peace. Five main types of service have characterized UNESCO's work in this domain: seminars, research studies, publications, fellowships, and clearing house facilities for the international exchange of information. UNESCO has encouraged Member States to examine their own textbooks and to enter into friendly consultations with other countries for the joint examination of textbooks with a view to assuring that textbooks contribute to mutual understanding among peoples.

In the world of today in which the destinies of nations are so linked together, the prevalence of illiteracy among more than half of the world's population is indeed grave. This is more serious since with illiteracy go other social ills—a low standard of living, poverty, a high rate of disease, and, in many instances, civic disorganization. UNESCO's program of Fundamental Education constitutes the basic attack on this entire group of problems.

WHILE much of this is devoted to a program of adult education, UNESCO, convinced that the most effective method of eliminating ignorance lies in a long-term program, in 1951 launched a campaign for free and compulsory education. In countries requesting them, UNESCO gives assistance in the form of missions of experts to countries requesting them. As is true of

the majority of UNESCO's activities, the ultimate success of its program of free and compulsory schooling depends wholly on the readiness and financial ability of the Member States to apply these principles to the solution of their respective problems.

During the past decade the social science world has devoted a major portion of its time, its energy, and its thought to the problems raised by the prejudices of mankind and the discrimination practiced by various groups against other groups which differed, or which they believed to be different from themselves in such matters as religion, race, color, or ethnic origin. Our understanding of the nature and causes of these evils has been considerably advanced, and much has been learned about the techniques by which prejudice may be reduced and overcome. This decade has witnessed a general clearing away of old superstitions and false beliefs. This discarding of old fallacies has been accompanied by the acquisition of a new and more profound understanding of the causes of prejudice and the conditions under which discrimination occurs.

The delegates to this conference turned their attention to a study of present-day theories about race and racial differences, to the realm of attitude formation and change, to a study of prejudice and personality, to an investigation of the influence of contact between persons

belonging to different groups, and to environmental factors which warp individual growth. The appraisal also noted obstacles which must be surmounted if present research is to be successfully applied to the improvement of human relations.

The exchange of persons program is a great cross-cultural experience. The Foreign Service Corps from the United States Government, including its official ambassadors, is now supplemented by a vast horde of traveling Americans who are a part of America's million ambassadors. As we come close to a million tourists a year, more and more attention should be directed to the problem of so educating our travelers abroad that they become peace-makers, not a peril to peace.

TH E exchange of persons program is a two-way street. The number of students in the United States from other countries last year was estimated at nearly 40,000. Programs of governmental exchange brought many more representatives of government, industry, labor, and professions here to study our technology, culture, and government.

UNESCO's general contribution in the field of exchange of persons has been in the arrangements of fellowships and in publicizing the availability of many travel and study opportunities which would otherwise not be brought to the attention of those who can use them most effectively. Every year

UNESCO collects and disseminates the information concerning over 50,000 individual opportunities for subsidized study abroad offered by over 1,000 organizations in 100 countries.

Supplementing this work, UNESCO prepares information on travel opportunities and facilities, provides information designed to facilitate the crossing of borders, and prepares studies which it is hoped will some day lead to the simplification of passport, visa, customs, health, currency, and card regulations.

GOOD will is often an implied, if not stated, objective of exchange programs. As such, it is often termed unrealistic. If differences could be seen as man's different answers to the same questions, as determined by different background; if one could recognize that it is impossible to understand completely another because each person's experiences are unique; if one could learn to accept the differences of others without judging them; if one could learn to appreciate the richness of cultural diversity, then one might have good will toward the host, or the guest, without discarding one's own preferences. Such an objective was shown to be not only possible but the real objective of the exchange programs in relation to understanding and world peace.

FROM the address of Dr. L. V. Berkner, President, International

Council on Scientific Unions, we delegates recognized that the material well-being of all peoples is precedent to the realization of individual dignity and freedom. Life is a spiritual quality which must be earned. A certain level of material well-being that frees man from the drudgery of bare existence is essential before he can enjoy the realities of liberty. There can be no lasting tranquillity if the gap between the developed and the underdeveloped nations continues. The great promise for the future is in the technical potentialities of our age. Dr. Berkner sketched for us that which is missing from our programs of technical aid in his address on "thresholds" which he used as a scientist does—the point at which a reaction begins to be produced. UNESCO's role is as a trigger mechanism which sets off the great forces of voluntary national and individual effort and self-help. In science UNESCO should not do the research; it should not attempt to provide ideas; it should rather devote itself to helping others to use their ideas and research more widely on the international scene.

THE U. S. National Commission at its meeting prior to the conference elected, as its new chairman, Dr. Willard E. Givens, former Executive Secretary of the National Education Association. Dr. Givens has been associated with UNESCO since its inception and was instru-

mental in laying the groundwork for the world organization as early as 1942. In 1949 he toured 14 nations to find out what could be done to improve UNESCO's effectiveness. "I am thoroughly sold on the great possibilities of man-to-man and people-to-people understanding," Dr. Givens stated in Cincinnati. "If we cannot get mutual understanding through education, science, and culture, we cannot get it." It is fortunate that Dr. Givens, as the new chairman, is in a position where he can devote his full efforts to working for UNESCO.

The delegates to this Fifth National Conference of the U. S. National Commission for UNESCO talked in non-statistical terms of UNESCO's accomplishments and of its approach to problems. We found the ideas which explain UNESCO's existence and progress exciting. We found the work itself based on reality, based on translating into practical results the erasing of barriers of prejudice which limit the spread of ideas and knowledge, the increasing of knowledge itself, the assisting people to use this new knowledge, and the easing of the burdens of their lives.

EXACTLY nine years from the date on which we were meeting, the fourth of November, 1946, UNESCO was born. Its record is already impressive and seems destined to become even more so. With-

in nine years UNESCO has grown from a group of 20 to a group of 74 states. If we review the *Report on Program* which was drafted as a working paper for the First General Conference, we find that, in education, UNESCO should collect and disseminate information, coordinate educational efforts wherever possible, stimulate and facilitate worthy projects in cooperation with educational organizations and institutions, and initiate and operate desirable enterprises not undertaken by other agencies.

Every one of these has been profitably explored. Moreover, the 1946 document lists 15 specific projects for UNESCO, and it is impressive to observe that 13 of those enterprises have since been undertaken and developed. However, it is in broad emphases rather than in its scattered efforts that UNESCO's real work can be perceived. For example, during a period immediately after 1946 the relief and rehabilitation of war-devastated areas were a paramount consideration. We should not forget this effort in which many of us in Delta Kappa Gamma were active. The enormous achievement in aid to educational institutions and agencies which UNESCO then gave was a major contribution to human progress and human understanding.

No greater international movement has emerged than the technical assistance program in which UNESCO has assisted. In helping

to lift depressed areas to a level which enables them to function with growing self-reliance and self-respect, and particularly in using basic education as an instrument for that development, UNESCO deserves our praise.

"One cannot evaluate UNESCO as an educational influence entirely in terms of its projects," declared Dr. Howard Wilson, Secretary, NEA Educational Policies Commission. Dr. Wilson continued: "UNESCO is a crossroads, a meeting place, the center of a movement which is greater than the total of its specific activities. The opportunity UNESCO has provided for individuals from many parts of the world to become acquainted with each other is a tremendous force in the world. Whether that meeting comes in an international seminar or at a committee meeting of experts, or by the exchange of persons between countries, or by a mission in technical assistance, or in a national conference such as this in Cincinnati is not so important as are the contacts and associations themselves." All who have been touched by UNESCO are by that touch made more aware of the forces of our era. The increased sympathy and extension of understanding which have been developed as a by-product of the UNESCO program have had tremendous influence.

In closing the conference the delegates had the feeling that the

meeting had given more than a detailed evaluation of UNESCO's work, more even than a re-affirmation of faith in the UNESCO idea. Even granting many distortions which have arisen and disappointments in details and in day-to-day events, we found great cause for

congratulation to UNESCO and to those who support it. The infant organization of 1946 is now a major force in the constructive advancement of human welfare. The world of 1955 is better because UNESCO has been here during these nine eventful years.

Not Any Grief

When joy has filled you
Permeating to your fingertips
And ecstasy has lifted you beyond Orion,
Initiate to mysteries
So secret and transcendent
That you have felt your
Oneness with infinity,
Then never after can you know
The poverty of pettiness
Nor greed nor grief
Nor any loss.

—*Josephine Irby Lester.*

.... But Many Leaders

BEARNICE SKEEN

A LEADER is required when there is something specific to accomplish—a mountain to climb, a meal to prepare, a scholarship to give, a convention to organize, a lesson to teach, some money to raise. A member of Delta Kappa Gamma is elected to the presidency of her chapter. Another accepts the chairmanship of a committee. A leader is needed to achieve the purposes set forth in the Constitution of the Society. What qualities identify intelligent leadership in a gradually maturing world and its groups of people? How is real leadership shown by these individuals?

Since prehistoric times, sheer physical strength has served as a basis for leadership of a kind. Ani-

mals use brute strength directed by a degree of sagacity to accomplish their purposes. They butt their heads together, circle their quarry, remain quite still. Seemingly, animals direct most of their behavior toward self-preservation, with leaders established among some animal groups to preserve group solidarity.

Human beings use brute strength, too. They use their intelligence to extend the strength and effectiveness of their arms and legs. They produce goods and services as well as cannons and bombs. Men thrust themselves at each other verbally, circle their fellow-men with jet-planes and laws, erect material and ideational barriers. Human beings also aim toward self-preservation, with leaders coming

forth to preserve individual and group living patterns. However, men and women living in a democracy and women in Delta Kappa Gamma have stated goals other than self-preservation. Respect for the individual and welfare of the group permeate the ideals and beliefs of both the democracy in which we live and The Delta Kappa Gamma Society to which we belong. A responsibility for another kind of leadership emerges. Leadership is no longer solely directed toward self-preservation and preservation of the clan, group, or nation. Leadership becomes the ability to inspire in others an awareness of the worth of their individual competencies. More, it implies the capacity to help others acquire the assurance and skill which will enable them to express their competencies in a socially valuable form, either as a designated leader or as a participant.

Human beings learn to behave like human beings. The kind of human being we become depends to a considerable degree upon the behavior other human beings display toward us. Parents first and teachers second are the adults through whom a child learns his becoming-adult behavior. Through our Society's designated leaders, we learn more-becoming Delta Kappa Gamma behavior. The unique position occupied by each of us looms large indeed. In our capacities as teachers in a democracy and as members of Delta Kappa Gamma, we exemplify human ideals in practice.

Leaders learn to behave like leaders. We learn how to participate in a group through solving problems, devising ways of achieving purposes, and working to produce something. We learn to believe in the worth of each individual and the competencies he can acquire. We learn how to help each individual acquire assurance and skill needed to express these competencies in socially valuable ways. The designated leader becomes the "exchange center" for the members, helping each realize his potential.

THE designated leader provides a frame of reference within which the group may operate to solve the problems, work toward the goal, or accomplish the purposes set forth. This frame of reference may be very exact with a narrow, explicit goal, or very broad with considerable freedom to explore various aspects of a problem. Time, space, materials, the constitution, by-laws, mores, customs, physical and mental energies are examples of the limitations within which the group may work. It is usually helpful to have some of these items written down ahead of time, with opportunity provided for members to make additions at the time of group consideration. The frame of reference ought not to be a possible solution. The solution or solutions result from the members working together to accomplish the designated task.

Members learn to behave like members—but with a difference. Each member has a leadership

potential as well as a leadership responsibility. Every member of the group is a leader in some way. Direction of leadership is given by the purposes of Delta Kappa Gamma as stated in the Constitution of the Society. We must believe that any teacher who assumes membership in our Society is wholeheartedly devoted (dare we say dedicated?) to these purposes. Membership implies a willingness to assess one's mode of expression. It implies a desire to change in order to work effectively with others. Voice, manner, and the choice of words convey to other members the individual's sincerity of purpose and genuine affection for people. One can learn to use the voice to show the warmth and acceptance of individuals; one can develop a manner of behaving that radiates a belief and interest in others as persons; one can choose words that show respect for the person but state a diversity of ideas. There are many rather simple and practical ways to do this.

Explore with a trusted friend voice, manner, and words that say, "I respect you as a person but cannot agree with your solution to the problem." Learn to use appropriate "cushion phrases," e.g., How do you feel about . . . Should we consider . . . Do you suppose . . . Could you help . . . Maybe we should take another look at the facts to see . . .

Learn to "shift gears." Sometimes irritation and concern in one area edge into another area. The abrupt manner, the irritating voice,

the "fighting" words displayed to the membership may be the results of frozen plumbing, a ruined stocking, or an allergy. Those receiving the brusque, impatient treatment may perceive themselves as the cause of the behavior when in reality they are in no way the cause. We may hope that our associates will intuitively understand and forgive our unbecoming-adult behavior. But we have no right to ask it. If, however, the leader and each member "shifted gears" and focused on the needs of others and the problem to be solved, the amount of work accomplished would be tremendous.

Believe in working *with* the member-leaders rather than believing in doing something *to* them. The words might be, "We have the task of planning the use of our scholarship fund. What is the best solution we can find?" The leader believes that a group solution to certain kinds of problems is better than a one-woman answer. The members of the group are best self-selected, each choosing to work in the area most comfortable for her. A small group may be designated to prepare certain details of a program, but "star executive sessions" coming out with a pre-planned program are inappropriate within the framework of the principles of democracy or the purposes of Delta Kappa Gamma.

Help look behind the facts to find out the "why" of behavior displayed. Help to interpret printed and spoken words. Help other member-leaders to feel secure and

easy in the group, thus freeing the energy of each to contribute to the work of the group. The beliefs and behavior of each of the member-leaders in the group may then be expected to accomplish two things: first, a group plan or solution or program for action will be set up; second, each member will have grown in her awareness of the worth of other members and their competencies and will herself have grown in her value as a member-leader.

BE sensitive not *sensitive*. A valued leader-member is sensitive to the needs of others without undue sensitivity for self. One who is alert in making others comfortable and in helping to solve the group's problem will find her own needs being fulfilled. Fragile feelings have little place in our Society, but understanding the feelings of others has a great place.

It is easy to say what a leader does; it is difficult to say how one becomes a leader. Articles, workshops, demonstrations, lectures are of minimum value if the individual expects that the qualities of leadership will "just happen" to her. Leadership begins within the core of the individual who wishes to be a good leader-member. She reads, analyzes, plans, evaluates, practices, and tries again to acquire the competencies of a good leader. She pictures to herself what a good leader is—one who makes it possible for members of the group to participate in the solution of the problem and one who makes it possible for members to grow in their abil-

ity to work on problems. She is willing to study herself, to study other human beings and ways of working with them, and then to try again.

Every member of Delta Kappa Gamma is a leader in some way, responsible for knowing the purposes and programs, responsible for finding out what it is like to be inside the other fellow's skin, responsible for gaining insights into her own motives and projections, responsible for understanding the other members' feelings and thoughts, responsible for activating the purposes listed in the Constitution.

Yes, a leader is needed when there is something to accomplish—a scholarship to give, some money to raise, a program to plan, good will to build, fundamental understandings to achieve. And yet—not a leader *is* needed. . . . *But Many Leaders.*

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Toward A Better Life

VERA L. PEACOCK

MANUELA is rosy and happy. Elena is pale and listless. Manuela sings as she works at her waist-high stove. Elena kneels six hours a day on her mud floor to grind her corn and cook her tortillas. Elena can't sing, for the smoke chokes her as it fills the hut. Manuela's new adobe stove has a little pipe leading to the outside. Manuela uses corn ground at the mill, and her embroidery made in the six hours a day that Elena grinds away on her metate pays for the grinding and much besides. So say the filmstrips and posters in the Pátzcuaro district of Mexico, and they have said it so convincingly and persistently that the Manuelas with their home-built stoves outnumber now the Elenas whose

metates and three traditional cooking stones on the floor allow the dogs and chickens to sample the meal first.

This fall eight of us from the Illinois AAUN went to Pátzcuaro to learn more about Manuela and Elena. To do this we visited CRE-FAL,¹ the first of the two international fundamental education centers established by UNESCO. CRE-FAL was organized in May, 1951, in Pátzcuaro, Mexico, to serve the 21 Latin American republics. ASFEC followed in Egypt in January, 1953, to give similar training to the Arab world. Since then various national programs have sprung

¹ Centro Regional de Educación Fundamental para la América Latina.

up, but CREFAL and ASFEC remain as significant examples of international cooperation in an attempt to solve one of our most persistent and serious problems, the bettering of life for the least privileged among us.

The purpose of CREFAL is the training of young men and women to give fundamental education to the primitive people of their own countries. The term "fundamental education" is a special one, meaning, as used here, the minimal training for people who have had no formal schooling to help them cope with their environment and the problems of food and shelter, to extend their cultural and recreational horizons, to permit them to participate more fully in the life of the community, and to advance in this way toward a better life.

The center itself is the beautiful home of the former president of Mexico, Lázaro Cárdenas, which he gave to CREFAL. Here and in two adjacent properties a teaching staff of thirty representing this hemisphere and Europe trains 139 students drawn from 17 Latin American countries.²

The students are carefully selected and come usually on fellowships offered by CREFAL to their

governments, which cooperate by paying transportation for their students and by promising them positions after their CREFAL training. Ideally they come in teams of five and will expect to operate as teams afterwards in their own countries. The students must have had the best education available in their own countries, and they must offer achievements or characteristics which portend success in fundamental education. Their special interests determine also to a certain extent their chances of selection. Each team must include one person interested primarily in Rural Economy, one in Health, one in Home Life, one in Recreation, and one in General Cultural Knowledge, a term which covers the organization of civic groups, public relations, etc. And the team must also be represented in each of five workshops: Engraving and Illustration, Films, Filmstrips, Printing, and Theater.

ON arrival at CREFAL the teams are broken up and re-formed so that no two students from the same country work together. Students who enter singly are also worked into the temporary teams and the nineteen months of intensive study and practical experience begin. The first six and a half are given over to theoretical and practical training in fundamental education methods, in materials production methods, and in methods in the five basic fields mentioned above. In addition to these and a chosen workshop, the student must take Research (in which he learns

²This center is supported primarily by UNESCO and the Mexican Government. Other cooperating agencies are the Pan-American Union, FAO, IO, and the U. N. Technical Assistance Division. The U. S. has contributed books and this year for the first time supported one team of five students from this country through the State Department Interchange of Persons Program. Individuals may help through UNESCO Gift Coupons marked for CREFAL.

to collect and evaluate data, organize surveys, and report findings), English, and Literacy Teaching.

The English requirement is a recent one, growing out of student demand. The students themselves found that most of the works on fundamental education were written in English and some of them discovered that a knowledge of English helped them to secure a better position. It is interesting to note that in asking for English to be added to the curriculum the students also almost all wanted it for its cultural value.

The next nine and a half months are spent in some of the 21 villages in the Pátzcuaro zone of influence. There are island, shore, and mountain villages, all with different problems and needs. The students go in their teams of five accompanied by various staff specialists, depending on the situation. They attempt to gain the confidence and cooperation of the people and then to help them obtain something they as a community want. They help them also to an awareness of other problems in their lives and to solutions of those.

IN the final three months the students evaluate their experiences in the villages, write their theses, and prepare for their examinations. A successful completion of all this gives them the title "Specialist in Fundamental Education" and they are ready to go home, either as teams to develop a similar program on a national line, or, if they entered singly, to positions as direc-

tors of health, education, or other specialized government agencies. No matter what they do, they will stay in constant contact with CREFAL, whose staff will continue to counsel them by correspondence and to visit them occasionally.

The people of the Pátzcuaro villages are extremely primitive. The island and shore villagers live in tiny, dark adobe huts with tile roofs. The mountain people have wooden huts. All keep the animals under the same roof until they learn the advantages of separate buildings. In all areas the women spend most of the day on their knees grinding and cooking. The men farm with wooden ploughs or work at the trade of their particular village, a trade followed since the 16th century, when Don Vasco de Quiroga gave it to that one group. There may or may not be a school. If it exists, it may be three grades, more rarely seven. In any case, by no means all of the village children will be in it. And yet the school teacher is a power in the village. An entering CREFAL team must have his cooperation and that of the priest even to hope for success.

The entering team first enlists the support of the most influential people and discusses with them the state of the village, trying to bring out one particular thing the community wants and which is possible of achievement. The community may be decimated annually by typhoid, or it may suffer from diet deficiencies of a fatal nature, but these things are acts of God to be coped with by the church or ac-

cepted in resignation. The things the community knows it wants are a basketball court, or a pump, or a road. So the team helps the people to get a basketball court or a pump or a road. They arrange for needed materials, help organize the work parties, and advise on construction. They do not do the work for the people, nor do they give them any materials. They often adjust the price of the latter, but outright giving is fatal to the development of confidence in their own power which must be inculcated as early and as effectively as possible in these people. The villagers thus achieve their desired aim themselves and suddenly discover that they *can* do things. That realization is the first important step in the growth of the community toward a better life.

During the achievement of the community's felt need, the team has been introducing new ideas—one little idea in a copious covering of acceptable material. They are trying now to make the community realize far more serious needs than those they have recognized before. They are teaching them about bad water, about separate housing for animals, about latrines, and they are slowly working up to the advantages that may come from being able to read and write. This has to be demonstrated.

For example, a well is dug and a pump installed in a community desperately in need of water. The engineers leave, saying: "Here are the instructions. With them you will have no trouble operating the

pump." "But we cannot read," object the villagers. "That's too bad. We cannot stay and you cannot manage without us—that is, unless some of you would like to learn to read." With such motivation the literacy program will work. Or a new cooperative industry such as furniture making is introduced under a supervised credit plan into a town where the sole occupation is pottery. The cooperative flourishes and not only raises the economic level but solves a delinquency problem as well by giving a number of idle boys full employment. It also paves the way for literacy classes because the members of the cooperative suddenly find that the only man who can read and keep books is not one to whom they will trust their money. And the night literacy class is filled in no time.

As the teams study their villages, they learn to do with the fewest possible materials. They make a very simple press for their posters and wall newspaper, one they can teach the Indians to operate and leave behind with them. Their health and social centers have the minimum equipment. The first may have a table, wash basin and pitcher, and a small cabinet of medicine. The CREFAL doctor will come twice a month for consultations, and he will train a local health team to administer first aid, give shots, and act as examples of personal cleanliness. The social center will, if possible, have a stage for plays, movies, and puppet

shows. There may be a library stocked from CREFAL and operating only during the periods when CREFAL teams are in the town. To be sound and lasting, any improvement must come out of the town itself, using materials and labor available there, with only the know-how from outside and that only if it is understandable and acceptable once it has been explained.

Not only do materials pose problems but local superstitions and taboos rise when least expected. The CREFAL teams urge the raising of pigs and chickens, commodities in which Mexico in general is lacking. A filmstrip on chicken-raising was carefully prepared in which were depicted all the operations necessary to bring the day-old chick to a fine White Leghorn. There was no response at all from two of the villages. Why? Because those two communities had a taboo on white chickens. Now a fine Plymouth Rock or hardy Rhode Island Red would have moved them to great enthusiasm. So new filmstrips had to be made.

Sometimes the propaganda is too sophisticated. *Winged Pests* shows in one sequence a huge mosquito grasping a house roof. The village reaction to that is: "Maybe they have mosquitoes like that in the U. S. Everything is big up there. But we don't have anything like that. Our little mosquitoes wouldn't hurt anybody." Another picture on pure water had the good water col-

ored blue and the bad water red. Again the villagers saw no relation between the filmstrip and themselves. Their water was not red—just good, plain water color. Or listen to the woman who won't give up her three cooking stones on the floor because it will break the family circle. Sometimes she will compromise by placing the three stones on the waist-high stove and cooking on them there. Sometimes nothing will sway her.

It is such problems that indicate the need for a center like CREFAL where workers can learn to cope with the unexpected at all times and to understand the psychology of a truly primitive people. They must reject firmly and completely the impulse to give these people material things they need or to impose reforms of any sort from outside. Either the town goes along or the improvement is spurious and fleeting. Understanding that and realizing the primitive state of development in these villages at the beginning, one can see what magnificent progress CREFAL has made in its four and a half years of existence. And the teams it has graduated are now doing a similar work in their own countries all over Latin America. It would be hard to find a better example of international living and cooperation in a basic work of vast proportions and of world importance than this which is going on now on our own continent.



Little "priestess"
carries a goat
to market

EDUCATION in the Belgian Congo

FRANCES NORENE AHL

TWO summers in the Belgian Congo convinced me that the educational program of the colony is being carried steadily forward through the efforts of the government, the missions, the mining corporations—Forminière, Union Minière, Géomines, Minétain, and the rest of them—and various institutes.

While in Leopoldville I learned that three hundred new classrooms are to be built in the capital city during the school year 1955-56. One-half of these will be for the lay schools, while the rest will be divided between the Protestants and the Catholics. The government has built a great many of the Catholic schools in accordance with an

agreement signed by the Vatican early in the century. If the teachers in the Protestant mission schools have finished normal school, they are subsidized 100 per cent by the government, receiving salary, medical treatment, and allowances for members of their families. The rest of the teachers are subsidized 90 per cent in Leopoldville; 80 per cent in the up-country areas. The mission must advance the money and the Belgian government pays it back in two years. In the ABFMS in Leo II, which I visited, five of the 18 teachers are fully subsidized; this is a high percentage.

The government inspects all of the schools regularly. It gives an annual sum of money on the basis of average daily attendance for school books—20 cents per student in the kindergarten, 40 cents for the first graders, and two dollars for the older children. I was told, however, that this amount does not nearly pay the cost.

Each school is required to give a specified number of hours to hand work. Thus I saw the girls sewing while the boys were doing carpenter work and tending vegetable gardens.

In Leopoldville, according to statistics furnished me, 50 per cent of the native youth are in school, but in the entire Congo not more than 25 per cent. More and more, however, the Congolese are anxious that their children be educated, for the educated blacks make more money.

Not many natives go beyond the

sixth grade. At Kimpese—130 miles from Leopoldville on the railroad to Matadi—where I spent a day at the *Ecole de Pasteurs et d'Instituteurs* as guest of the director and his wife, is the first complete six-year high school in the entire Congo. (Others are soon to follow.) Started in 1908 as a school for training pastors, it now prepares both ministers and teachers. According to Belgian methods, it has a complete setup for training teachers and is considered the best school in the colony. During the school year 1954-1955 it had a total of 782 students.

The missions cooperating are the American Baptist Missionary Society of New York, the Baptist Missionary Society of London, and the Svenska Missions - Forbundet of Sweden. The school has a staff of 19 missionaries—18 whites and one African, a fully ordained minister from the Swedish mission.

There is a creche to take care of the children of pre-kindergarten age, a kindergarten for children of three years and over, a primary school which gives a first degree, and a second degree ordinary and select. The high school has two cycles of three years each. In the fourth year of the secondary schools the student must decide whether to prepare for the university, for the ministry, or for teaching. Those who complete the monitors' or teachers' training course of four years can teach only in the lower or primary schools. Thirty-one completed this training in 1955, includ-

ing one girl—the first Protestant girl in the Congo to get a monitor's certificate. The only girl in classes with men, she stood fifth in her group and is now teaching.

Students who complete six years in the secondary school are eligible to teach in the higher schools. The first such class will be graduated in 1956. At present it numbers 12.

The theological course is four years. Candidates must have an educational background equivalent to that of monitors. Fifteen are now in training in the higher pastors' course. Nine left in 1952—eight of these are serving as ordained pastors; one is deceased. In 1942, 12 left and, in 1941, 7. The training for pastors at EPI in Kimpese is higher than any other training in the Congo.

The course for women is for the wives of the students. In addition to reading, writing, and arithmetic, they have classes in the Old Testament and the New Testament, in singing, hygiene, manners, French, and housekeeping.

There is a separate and distinct two-year school for artisans. Here boys are trained as masons and carpenters.

The Protestant Medical Institute at Kimpese, where I spent three days, trains nurse-aids, midwife-aids, and medical assistants. "The medical assistants are in a category about halfway between a nurse and a doctor," explained Dr. Glenn Tuttle, distinguished director of the institute. Kimpese has the only orthopaedic specialist in the entire

Congo. Four natives give full time to the making of splints. I watched them as they painstakingly cut all of the leather by hand and fashioned the braces onto wooden shoes for the weak legs, practically all post-polio cases. They make casts for the patients with tubercular spines and hips. Early in 1956 the medical institute plans to add to its staff an orthopaedic technician who will train the Africans how to make artificial limbs.

Just recently a medical school for girls was opened in Leopoldville. In 1954 the University of Lovanium—the first university in the Congo—started in Kimuenza. "Today," its white-robed Jesuit president explained, "we give instruction to 33 students in social work, administration, pedagogy, medicine, and agricultural engineering. We also have a one-year preparatory school for the university." The international university, high on the hills overlooking Usumbura, was scheduled to open its doors in October.

Among the many fine schools that Union Minière maintains for the children of its workers is a school for girls I enjoyed one afternoon while in Elizabethville. Here along with textbook work some 700 girls are taught cooking, knitting, and sewing. The representative of the copper corporation who took me through the school said they had much more success with nuns as teachers than with men.

The average Congolese girl marries at 14 years of age. After marriage she is not interested in school-

ing. Union Minière is trying to bring up the marriage age so that the girls will have more opportunity for education. But there is a serious economic problem involved, for the girl represents money. The husband-to-be must pay a dowry; too often the father is loath to forego the money value of his daughter.

Slowly and steadily, however, improvement is being made, and today more and more girls are well married. More and more have a voice in the choice of a husband and many more of the Congolese marriages are for love.

At Tshikapa, one of Forminière's diamond posts where I spent some delightful days, the corporation maintains a small school for children from six to nine years of age. "Once a week there are motion pictures for the blacks," stated Monsieur Pulman, Director of Native Affairs, "and twice a year special Congolese festivities are held." We paused at the sports ground, which assures adequate provision for recreation, and at the Catholic mission, where in cooperation with Forminière the first six grades are taught.

One afternoon while in Bakwanga I was taken by Madame Marie Paule Dewerchin to visit the diamond company's school for girls opened only in 1950. It gives six years of training, but there is nothing for girls after 12 years of age.

We went to the social center for married women. I was interested in the 14 native assistants—the

youngest only 16. Three of the 14 can read; some of them have four or five children. Nearly 500 women come to this social center twice a week to learn to sew by hand, to knit, and later to use the sewing machine.

The women are anxious to rid themselves of their feeling of inferiority. In 1955 they started training in cooking, using little fires such as they have in their own homes and making things that can be

done quickly. They are also taught proper methods of laundering.

Forminière is anxious to have classes in hygiene that both men and women will attend and to use film lectures. Plans are under way for a kindergarten and a second social center. A new industrial school for boys was started in 1953.

In Manono—the city that tin built—I visited one of Géomines' schools for girls. Attending in two



A favorite disguise
for stalking game

shifts three days a week, they are taught to wash and iron, and to cook and sew. There is instruction in pottery making, the school having its own kiln. The other three days of the week are spent in another school where lessons in language, writing, and numbers are given.

Madame Elias took me through the school's model four-room native house with an outside grate serving as a kitchen—such as any one of the girls might have—and related how it is the means of teaching proper cleaning and care of the home. This practical demonstration of homemaking is one of the finest features of education I observed anywhere in the Congo.

Every morning a period of from one-half to one hour is devoted to moral training. On some days there are music lessons.

The girls in the first year range in age from seven to twelve years; those in the second and third years from 12 to 14 and sometimes 16. They are provided special dresses to wear during the school day, the younger ones having red and the older ones blue. "This way we are assured that they are always clean," suggested my hostess. Each morning the younger girls with switch-like brooms sweep up the leaves in the yard, lustily singing while they work.

The girls who do the best in sewing make as many as 13 garments a year. Some embroider beautiful tablecloths that, along with various other articles, are sold at an annual exposition. The work is carefully

judged, and those doing the best are rewarded with prizes, the top two being a sewing machine and a bicycle.

At the mission school of the *Pères Blancs* at Kabgaye I saw some of the loveliest weaving done anywhere in the Congo.

One of the notable schools in the Congo is the *Groupe Scolaire d'Astrida* where the select boys of Belgium's trust territory are trained for useful service in the field of medicine, veterinary science, administration, agriculture, pedagogy, and dactyliography. The educational institution was founded by the government in 1929 and operates with government funds. Although not a mission school, it is directed by the *Frères de la Charité de Gand, Belgique*.

"First of all we have a primary school of six years," commenced the director as we walked across the courtyard to visit the classrooms. "Here instruction is given in the native language for the first four years; some French is taught in the fifth and sixth years. There are no boarders in the primary school," he added, "except the children of the older students."

"Second, there is the *Humanité Moderne* with two cycles, the lower for general information and the superior for scientific training. After the lower cycle," he explained, "the students are directed according to their special aptitude toward one of the six sections. For admission to the superior cycle a special examination is required and is presided over by the government."

Only about 100 out of the 200 or 300 pass the examination for entrance given by the government, and not more than one-third of the students finish the six or seven years of study they elect to take. Among the 40 chiefs of Ruanda 13 were trained in this school; 16 of the 36 chiefs of Urundi.

All of the teaching in the six sections is in French. "The most intelligent students," the Frère informed me, "prepare for university. They learn English, Dutch, and Latin." And then with a visible note of pride in his voice, he eagerly volunteered: "These boys can talk to you in English as well as in French."

And talk they did. It was not long until I learned that they enjoyed Shakespeare but found Milton a bit too difficult.

Every classroom is equipped with radio. The school has its own broadcasting station.

Nearby is Minétain's school, which gives two years of training in carpentry and masonry. It is preparing the boys to go back to their villages. All of the sturdy furniture made by the students is for the natives and is sold to them. A bit of mathematics, French, and commercial training is given. The boys are taught to make out bills and to calculate the cost of materials. This is one of the most practical schools that I observed in the Congo.

The National Institute for Agronomic Study was inaugurated in 1953 for the promotion of scientific agricultural development. I was driven to its headquarters at Lan-

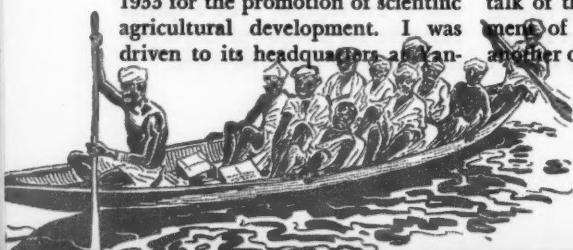
gambi, 80 miles from Stanleyville, and noted its experimental stations scattered throughout the colony. It trains qualified artisans and teaches the natives the best farming and breeding methods. Mission centers also give such training.

A most interesting educational project that I saw instituted by Utexléo is the work of black women started early in 1955. It is the first experiment of its kind in the country. Six months ago none of the women had used or probably even seen a sewing machine. Now 80 are producing 350 garments a day, each woman doing one operation. Production is increased by the use of music.

"The biggest difficulty is due to the fact that the women are not stable," commented the engineer who took me through the textile plant. "Their husbands do not wish them to work, so they come to Leopoldville and take them back to the bush."

According to the results of recent psychological tests the average mental age of the bush native is five years. In the detribalized centers such as Leopoldville, Elizabethville, and Stanleyville the average mental age of the Congolese between 18 and 20 who have attended primary school for four or five years is between seven and seven and one-half years.

In spite of all the progress that has been and is being made in the educational field, it is sheer folly to talk of the immediate enfranchisement of the Congolese. At least another quarter of a century will be required before they are ready for political rights.



Nine ferry passengers
take their ease



*Madame
New Orleans
Presents
Her Treasures*

CARMELITE JANVIER

A lady at leisure sits on her wrought iron balcony

THE next time I saw Madame New Orleans she was, as she herself put it, "taking the sun" on a gallery of the upper Pontalba Building. It was one of those mellow days which come in November and make people say to each other, "What a short winter we have had!" They know better,

of course; they know that December and January are coming, but it gives them a little comfort to say it, just the same.

Madame's mood was as mellow as the weather itself, so that it was not hard, with a few naive questions, to get her to talk about her early life.

"Jackson Square, here," I sug-

gested as we looked down upon it with its tall iron fence and wandering path and little flower gardens and benches for the weary or the thoughtful, and General Jackson on his unruly horse, "was the very heart of the city, was it not?"

"When my father, Jean Baptiste le Moyne, Sieur de Bienville, thought of a city, he thought of a place where people would have time to sit and enjoy the conversation of each other and look at the boats on the river and muse about things in general, so that he thought of the heart of a city as an open square with beauty around; and he thought of business as something to be relegated"—and as she said it that word relegated really took on meaning—"to the side streets!"

"Just how big was the city intended to be?" I asked. "It seems to me that I have heard the question disputed."

"That is something about which there can be no dispute," she said with her own variety of positiveness, "except among the mosquitoes and the frogs—and the Americans who lived on the outside."

"But you are an American," I pointed out, waving casually at the flag which was flying on one of the buildings.

"So I am, so I am," she agreed placidly, "and so I have been for over a hundred and fifty years, but in this part, in this Vieux Carre, or, as you other Americans would say, 'The Old Square' or even 'The French Quarter,' I am neither American nor French nor Spanish

nor English nor Indian, but I am something of all of them!"

"The Vieux Carre extends from Canal Street to Esplanade and from the river to Rampart?" I asked.

"That is right," she agreed, "a beautiful design, almost a perfect square except for the fact that Monsieur Mississippi makes a bow as he passes the Cathedral to give me my nickname, 'The Crescent City.'"

"Since we are right here in the heart of the Vieux Carre," I suggested, "will you tell me some of the things that my friends of Delta Kappa Gamma could see right here, without going very far away?"

"Do these members of the Delta Kappa Gamma have gasoline legs?" she asked with a twinkle.

I was almost startled, since, for Madame New Orleans' generation, legs, especially in women, were non-existent members usually. But apparently she was very proud of having learned the expression.

"Oh, I think not," I said. "They probably do a lot of riding over the country in the summer time, but they are teachers, you see, and probably walk miles around classrooms every day."

"Then tell them to leave their automobiles somewhere else and come down here on their own two feet. There are plenty of places where they can have coffee in the morning with brioche, maybe, and lunch when they get tired in the middle of the day, and that English necessity, tea, or that American atrocity, a cockscomb" (I thought it better not to interrupt but to set her right later) "in the afternoon,

and then the dinners they can get at night!"

"Suppose they started right here where we are," I asked, "what do you think they would enjoy seeing?"

"Ah, ma chere," she asked simply, "what could they not see and enjoy if they come with eyes and imagination?"

"Look that way and there is that mighty Mississippi carrying ships everywhere. Beside him is the French market with its everything! There they can have their coffee and doughnuts. They will be surprised at those doughnuts, if they expect anything such as they have ever seen before. Look this way and there is the St. Louis Cathedral and the old Presbytere, now a state museum, and the Cabildo! And then, do they like pirates, these Delta Kappa Gammas?" she asked unexpectedly.

"Well, I don't know that they know many personally," I said. "Of course, they have seen them in comic operas and they do have dealings with salesmen of one kind or another."

"By the side of the Cabildo," she continued, without paying much attention to my attempted sarcasm,

"by the side of the Cabildo they can walk through Pirates' Alley to Rue Royale and then over to Bourbon where they can see the original blacksmith shop of Jean Lafitte himself. From there it is said that he passed on contraband goods when he came to the city to consult with the City Fathers. He is not there now, he has gone, who knows where, but other pirates have taken his place—but that they can find out for themselves!"

"And these Pontalba buildings?" I asked. "They are pretty old, are they not?"

"Not very," she said, for to her a hundred years are as nothing. "They were not built until 1849 when the Baroness Pontalba returned from France after her disastrous marriage.

She thought they might stop the trend of people to want to live uptown. They are unique, though, as they are the first apartment buildings in the United States, and they are still used as apartments and very fine ones with their crystal chandeliers and high ceilings and great French windows admitting much light and air."

"The A. P. monogram in the iron work around the galleries is for Almonaster and Pontalba, I under-



The United Fruit Company
unloads millions of bananas

stand."

"That is so," she agreed. "And the families who lived here could send their daughters to school at the Ursulines Convent."

"That building is right down there on Chartres," I said, showing that I knew something.

"It is really old," she said. "The nuns came over in 1727 so that the daughters of this city might be educated. The building was built in 1734. It is said to be the oldest building in the Mississippi Valley. And that is probably true, as wigwams do not last two hundred years."

"Can the Delta Kappa Gammas see that building?" I asked.

"Of a certainty," she said. "It is now used for a parochial school and they as teachers will be welcome."

"Tell me about the Cathedral and the Cabildo and the Presbytere over there," I said.

"Where the building which was once the Presbytere and is now a state museum now stands was once a boys' school. Of course, they had education first, those boys. It was started in 1724 by the Capuchin Fathers. At the spot where the Cathedral now is, my father, Jean Baptiste le Moyne, Sieur de Bienville, built a small church when he first founded the city. It was blown down a few years later by one of the hurricanes. The next church was destroyed by one of the great fires. But they were not to be discouraged, those hardy souls who could build a city in the midst of a swamp, so that in 1794 the present Cathedral was built with the aid of

Don Andres Almonaster y Roxas, for the repose of whose soul a Mass has been said there every week since and who lies buried before the great altar. It has since been enlarged and many things have been added, including the steeples which one can see from across the river.

"The Cabildo was first built under the Spanish regime as the seat of city government. It, too, was destroyed several times by fires, but, as you see it now, it was built in 1795. Since they are coming in August, these friends of yours, you will not see the Carnival itself, but in the Cabildo they can see many costumes and jewels worn by Kings and Queens of the Carnival as well as a death mask of the great Napoleon."

"And on one side of all that," I said knowingly, "is St. Anthony's Alley and on the other is Pirates' Alley. That seems queer!"

Madame New Orleans chuckled. Truly, she was in a good mood today! "Life is full of contrasts," she said, "otherwise, how boring! There is the river with its ships going to and coming from everywhere. There is the French Market bustling with activity. Here is Jackson Square, where one may sit and dream. There is the Cathedral, and behind it but within easy sound of its bells is Bourbon Street, raucous, vulgar, pitifully trying to forget, and between them is the Rue Royale with its antiques trying to make the world remember! And all around tucked away behind blank brick walls are beautiful pa-

tions where life stands still. In the Vieux Carre, ma chere, you will find every contrast! Tell your friends of the Delta Kappa Gamma that to know the Vieux Carre they will not need a pocketbook full of

money, but they will need to bring with them leisure and time and ability to move slowly. If they will bring these, I can promise them in exchange something of the joy of living, le joie de vivre!"



Watercolors while you wait



*They have gone
Where there are no shadows, no doubts, no yearnings,
Where fellowship is a great reality*

Alabama

Miss Caroline Elizabeth Murphy, in Mobile, on September 12, 1955, Epsilon Chapter.

Mrs. Ann Cathey, Alpha Iota Chapter, on September 7, 1955, in Anniston.

Mrs. Francina McClendon, in Gadsden, on September 2, 1955, Alpha Iota Chapter.

Arizona

Miss Beulah Twist, Beta Chapter, in Phoenix, on July 29, 1955.

Miss Jennie Kent, on September 7, 1955, in Uniontown, Kansas, Iota Chapter.

California

Miss Kathleen Loly, Omicron Chapter, on October 9, 1955, in Pasadena.

Miss Edna Elliott McNeil, in Los Angeles, on August 8, 1955, Omega Chapter.

Miss Edith Wilkins, Alpha Eta Chapter, on May 19, 1955, in Bolinas.

Mrs. Wilma Mills, in Los Angeles, on November 12, 1955, Gamma Gamma Chapter.

Georgia

Miss Gertrude J. Comey, Rho Chapter, in Augusta, on October 31, 1955.

Illinois

Miss Edith Irene Atkin, in Normal, on August 27, 1955, Beta Chapter.

Miss Leota Evelyn Hull, Mu Chapter, in Moline, on October 28, 1955.

Miss Harriet Penn, on July 22, 1955, in Morris, Omicron Chapter.

Miss Mabel Frances Hunt, Rho Chapter, on June 11, 1955, in Joliet.

Miss Esther Williams, in Mattoon, on August 5, 1955, Alpha Zeta Chapter.

Miss Rhoda Wolford, on September 20, 1955, in Monmouth, Alpha Rho Chapter.

Indiana

Miss Carrie B. Francis, Beta Chapter, on July 25, 1955, in Berea, Kentucky.

Miss Clara Rathfon, in Logansport, on October 20, 1955, Theta Chapter.

Miss Effie Elizabeth Harman, on July 11, 1955, in South Bend, Nu Chapter.

Miss Rita Helmick, Chi Chapter, in Kokomo.

Iowa

Miss Berda Mershon, in Iowa City, on August 25, 1955, Gamma Chapter.

Dr. Alice B. Solter, Theta Chapter, on June 2, 1955, in Teaneck, New Jersey.

Miss Emma Helen Opfer, on September 8, 1955, in Waukon, Iota Chapter.

Kansas

Miss Minnie Martin, Delta Chapter, in Kansas City, on July 30, 1955.

Louisiana

Mrs. Melba Grafton McDonald, Phi Chapter, on September 21, 1955, in Bernice.

Maine

Mrs. Amy Dillon, Beta Chapter, in Manchester, New Hampshire, on September 18, 1955.

Maryland

Miss Anna B. Peck, Delta Chapter, on September 8, 1955, in Bethesda.

Massachusetts

Miss Elizabeth F. Wassum, Alpha Chapter, in Springfield, on October 10, 1955.

Missouri

Miss Gladys Caldwell, Lambda Chapter, on July 12, 1955, in automobile accident near Tipton.

Montana

Mrs. Florence Reising, Alpha Chapter, in Helena, on July 24, 1955.

New York

Miss Florence Potter, Delta Chapter, on September 25, 1955, in Chatham.

Mrs. Margaret Miner Bradshaw, Rho Chapter, on August 17, 1955, in Binghamton.

Ohio

Mrs. Ruth Petit, Beta Chapter, in Ashland, on September 22, 1955.

Miss Edna Finley, Eta Chapter, on July 12, 1955, in Marion.

Miss Blodwyn McKay Reese, Psi Chapter, in Martins Ferry, on September 22, 1955.

Miss Laura Creighton, Alpha Mu Chapter, on July 16, 1955, in East Liverpool.

Mrs. Ruth Stouder, Alpha Nu Chapter, on August 31, 1955, in Lima.

Miss Alice Johnson, Alpha Omega Chapter, in Niles, on October 5, 1955.

Mrs. Alice Archer Sewall James, Beta Theta Chapter, in Columbus, on September 20, 1955.

Miss Mary Cecelia Lind, Beta Lambda Chapter, on September 30, 1955, in Columbus.

Pennsylvania

Miss Sara E. Laughlin, Alpha Chapter, on August 31, 1955, in Philadelphia.

Miss Marguerite Musser Herr, Chi Chapter, in July, 1955, in Lancaster.

Miss Ethel Jane Powell, Chi Chapter, in Shippensburg, in June, 1955.

South Dakota

Miss Jessamine M. Coolidge, Delta Chapter, on October 28, 1955, in Redfield.

Tennessee

Miss Maud Hoover, Delta Chapter, in Murfreesboro, on July 25, 1955.

Texas

Mrs. Hally Bryan Perry, state honorary member, in Houston, in summer, 1955.

Miss Harriet Smither, state honorary member, in Austin, in summer, 1955.

Mrs. Estelle Bastian Thrift, state honorary member, in Oklahoma, in summer, 1955.

Miss Mary Louise Zeloski, Delta Chapter, in Fort Worth, on September 8, 1955.

Miss Della Mae Barham, Epsilon Chapter, on October 14, 1955, in Dallas.

Mrs. Leonie Weyand, Eta Chapter, on September 21, 1955, in Beaumont.

Mrs. Blanche Webb White, Gamma Delta Chapter, in Hillsboro, on July 6, 1955.

Utah

Miss Gladys Holt, Alpha Chapter, on October 11, 1955, in Salt Lake City.

Virginia

Mrs. Louise B. Barham, Alpha Chapter, in Newport News, on June 5, 1955.

Miss Emma L. Stoddard, Kappa Chapter, on June 5, 1955, in Staunton.

Washington

Mrs. Minnie V. Bossenbroek, Lambda Chapter, in Ferndale, on August 27, 1955.

Wisconsin

Miss Margaret E. Spielmacher, Rho Chapter, on November 17, 1955, in Superior.

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